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Editorial.....

It is heartening to note that our journal is able to sustain the enthusiasm and covering various facets of knowledge. It is our hope that IJMER would continue to live up to its fullest expectations savoring the thoughts of the intellectuals associated with its functioning .Our progress is steady and we are in a position now to receive evaluate and publish as many articles as we can. The response from the academicians and scholars is excellent and we are proud to acknowledge this stimulating aspect.

The writers with their rich research experience in the academic fields are contributing excellently and making IJMER march to progress as envisaged. The interdisciplinary topics bring in a spirit of immense participation enabling us to understand the relations in the growing competitive world. Our endeavour will be to keep IJMER as a perfect tool in making all its participants to work to unity with their thoughts and action.

The Editor thanks one and all for their input towards the growth of the **Knowledge Based Society**. All of us together are making continues efforts to make our predictions true in making IJMER, a Journal of Repute

Dr.K.Victor Babu
Editor-in-Chief

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INCLUSION DES ELEVES EN SITUATION DE HANDICAP MOTEUR LORS DU COURS D'EDUCATION PHYSIQUE ET SPORTIVE : ANALYSE DES PERCEPTIONS DES ENSEIGNANTS DES COLLEGES PUBLICS DE BRAZZAVILLE

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Résumé

Cette étude portant sur l'inclusion des élèves en situation de handicap moteur lors du cours d'Education Physique et Sportive (EPS), a eu pour objectif de décrire les perceptions des enseignants, concernant l'inclusion de cette catégorie d'élèves pendant les pratiques pédagogiques, d'analyser leur niveau de compétence ainsi que la perception qu'ils ont de leur formation. L'approche qualitative a été privilégiée dans ce travail. Les données de l'enquête ont été collectées à l'aide des entretiens semi-directifs. Une grille constituée des thèmes suivants: perception de l'inclusion, perception du rapport handicap moteur et EPS, compétences, perception de la formation, a servi de support à la conduite des interviews. Douze enseignants d'EPS des collèges de l'enseignement général de Brazzaville, ont été entretenus individuellement. Les résultats ont montré que les enseignants stigmatisent ces élèves et par conséquent ont une attitude défavorable à leur inclusion pendant le cours d'EPS. Par ailleurs, ils ont reconnu être moins outillés dans ce domaine tout en exprimant un sentiment d'insatisfaction quant à la qualité de la formation reçue. Dans la perspective d'une éducation inclusive effective, la formation des enseignants en Activités Physiques Adaptées (APA) et des aménagements des programmes d'enseignements/apprentissages favorisant l'inclusion de ces élèves sont à envisager.

Mots-clés: Perception, Elèves en situation de handicap moteur, Education physique et sportive, Education inclusive, Activités Physiques Adaptées.

Abstract

This study dealing with the inclusion of physically handicapped pupils during a class of sport and physical education (SPE), purports to describe teachers' observations of how to include that category of pupils during pedagogical practices and analyzing the perceptions that they have about their level of competences as well as their observations made on their training. Qualitative approach has been privileged for this work. Data of the enquiry have been collected thanks to semi-direct interviews : a list of following themes : perception of the inclusion, perception of major handicap report and SPE, skills, perception of training, had been used as an instrument to make interviews. Twelve teachers of general secondary school of Brazzaville have been questioned individually. The results we get pointed out that teachers stigmatized those pupils and, therefore had a bad attitude of their insertion during SPE class. Moreover, they confessed not to be equipped enough for this social category of learners, while expressing then a feeling of non-satisfaction about the quality of the training they received. Hence, in the perspective of efficient and inclusive education the training of teachers in Adapted Physical Activities learning /teaching programs allowing the insertion of these learners are recommended.

Key-words: perception, learns in major handicap situation, Physical and sport education, inclusive education, Adapted Physical Activities



I. INTRODUCTION

Les personnes en situation de handicap étaient jadis traitées comme des êtres inférieurs ou mineurs. Souvent victimes de stigmatisation, elles étaient considérées comme des personnes ne pouvant ni avoir les mêmes chances que les autres, ni contribuer au développement de la société. Aujourd'hui, le principe de non discrimination et d'égalité de chance, a bien progressé dans les consciences et a même commencé à s'imposer.

En effet, au plan juridique, des progrès remarquables ont été réalisés dans la reconnaissance de leurs droits. De nombreux instruments juridiques ont été adoptés tant au niveau international que national. (ONU, 1959; UNESCO, 1994; UNESCO, 2006; Loi scolaire congolaise 25/95, ...). Aussi, au tournant du présent millénaire, l'inclusion scolaire des élèves en situation de handicap est l'un des thèmes de prédilection. Cette préoccupation est d'ailleurs affirmée de manière forte dans les Objectifs de Développement Durable, lesquels recommandent, voire exigent aux Etats: « *d'éliminer les inégalités entre les sexes dans l'éducation et d'assurer l'égalité d'accès des personnes vulnérable, y compris les personnes handicapées, les autochtones et les enfants vulnérables à tous les niveaux d'enseignement et formation professionnelle* » (ODD, cible 4.5). Au plan pratique, des travaux de recherche ont également relevé cette avancée. A ce sujet, Thomazet, (2008), a montré que certains pays sont passés d'une logique ségrégative à une logique inclusive.

Cependant, malgré ces progrès notables, dans de nombreux systèmes éducatifs, la question de l'inclusion des élèves en situation de handicap est sans nul doute l'un des paradoxes les plus remarquables. Cette réalité est très perceptible pendant les cours pratiques d'Education Physique et Sportive (EPS). A propos, Avramidis et al. (2000) ont rapporté que les élèves en situation de handicap sont encore privés de leur héritage de culture sportive et sont victimes de l'ostracisme, de la négligence de l'institution scolaire et de ses acteurs. Dans le contexte éducatif congolais, il ressort de nos observations de terrain que les élèves en situation de handicap moteur sont systématiquement laissés en rade pendant le cours d'EPS, alors que la circulaire N°154/MRJS/CIC du 16 juin 1998, dispose que l'éducation physique et sportive doit être enseignée à tous les élèves, parce qu'elle permet le développement des capacités cognitives, affectives, motrices et relationnelles (Boursier, 2001 ; Lavisie, 2009).

Devant ce tableau révélateur d'inégalité et de violation flagrante des droits fondamentaux des enfants, chercher à analyser les relations problématiques autour de l'inclusion de ces élèves pendant les pratiques pédagogiques en EPS ne serait pas sans intérêt. De ce fait, il nous a semblé indispensable de mener une étude portant sur le thème: ***Inclusion des élèves en situation de handicap moteur lors du cours d'Education Physique et Sportive : analyse des perceptions des enseignants des collèges publics de Brazzaville.***

Des raisons d'ordre scientifique et social ont justifié le choix de ce sujet. Au plan scientifique, il faut noter qu'en République du Congo, les travaux de recherche en sciences de l'éducation, axés sur cette problématique sont peu nombreux. Nous espérons à cet effet que les résultats issus de cette étude contribueront d'une part à l'avancement des connaissances scientifiques et d'autre part à orienter les actions pédagogiques, permettant à l'école congolaise de rompre avec la spirale de l'isolement de ces élèves pendant le cours pratique de l'EPS. Sur le plan social, la marginalisation de ces élèves constitue un frein à l'atteinte des objectifs de l'éducation, la santé physique et psychologique pour tous. Cette étude s'avère utile dans la mesure où, elle pourra servir d'appui aux politiques pour la promotion des activités physiques et sportives en faveur des élèves en situation de handicap.



I.1 Considérations théoriques

L'enjeu de cette partie est premièrement de clarifier la sémantique des termes fondamentaux largement utilisés dans cette étude, notamment l'éducation inclusive, personne handicapée et perception et en second lieu de synthétiser les travaux de recherche antérieurs se rapportant à cette thématique.

L'éducation inclusive est définie par l'UNESCO (2003, p.35) comme: « *un système éducatif qui permet aux écoles d'être au service de tous les enfants, et en particulier de ceux qui ont des besoins spéciaux y compris les enfants en situation de handicap* ». Dans la même ligne de pensée, Dionne et al. (2006, p. 67) la considèrent comme étant « *le placement de tout élève, peu importe ses difficultés dans une classe ordinaire correspondant à son âge* ». Sur la base de ces définitions précédentes, nous considérons l'éducation inclusive comme une approche éducative qui consiste à scolariser dans le système éducatif ordinaire, tous les enfants vulnérables et marginalisés, en prenant en compte leurs besoins particuliers dans les enseignements et les apprentissages.

Ainsi définie, l'éducation inclusive a pour mission de favoriser l'autonomisation et l'épanouissement de tous les élèves. Pour ce faire, l'école devrait s'organiser, afin de permettre à chaque élève d'atteindre cette ultime finalité. La question que l'on est en droit de se poser est celle de savoir pourquoi l'école congolaise peine encore à inclure les élèves en situation de handicap moteur lors des pratiques pédagogiques d'EPS ? Avant de répondre à cette question, la clarification du terme personne handicapée s'impose.

Selon l'Organisation Mondiale de la Santé (2011, p.7), une personne handicapée est un sujet dont « *l'intégrité physique ou mentale est passagèrement ou définitivement diminuée, soit congénitalement, soit sous l'effet de l'âge, d'une maladie ou d'un accident, en sorte que son autonomie, son aptitude à fréquenter l'école ou à occuper un emploi s'en trouve compromise* ». Guidetti et al. (1999) distinguent deux groupes d'handicaps : les handicaps sensoriels et les handicaps moteurs ou physiques. Pour cette étude, notre choix a été porté sur les handicaps moteurs. Ceux-ci renvoient à un trouble de la motricité provoquant une perte de tout ou d'une partie de la capacité de mouvement. Ils regroupent les cas d'amputation d'un membre, le pied bot, l'atrophie d'un ou de deux membres inférieurs ou supérieur, la chondrodysplasie, etc.

Par ailleurs, le handicap est un objet social complexe qui induit un grand nombre de représentations sociales différentes selon l'espace culturel de chacun. Toutefois, de manière générale, le handicap renvoie à la négativité, à l'impuissance, à l'inaptitude... Il est utile de préciser que ces images sociales négatives influencent les attitudes et les relations sociales entre la personne handicapée et celle supposée être valide. A propos, Le Breton (1995, p. 28) a déclaré que : « *la représentation sociale du handicap confère à la personne atteinte d'un déficit, un statut particulier, où la relation avec l'autre s'accompagne de regard mêlés de curiosité, de compassion, de gêne ou de méfiance* ». Dans le même sens, Gardou cité par Chossy (2011) a montré que nos attitudes, nos pratiques, nos comportements voient les personnes en situation de handicap à une sorte de huis clos. Aussi convient-il de préciser que la construction de ces images mentales résulte d'un processus cognitif complexe, notamment la perception.

Au sens commun du terme, la perception renvoie à l'expérience sensorielle, notamment ce qui est perçu par les organes de sens. Néanmoins, dans la littérature scientifique, précisément en psychologie, on retrouve une autre acception. Celle-ci fait référence au ressenti de la personne humaine, c'est-à-dire une sorte de regard partial sur soi-même ou sur l'environnement immédiat (Bréchet et al., 2015). Dans la même ligne de pensée, Rousseau et al. (2009), ont employé ce terme pour signifier les opinions, les points de vue, l'appréciation, la vision, les



attitudes et les sentiments à l'égard d'un sujet particulier. En outre, Struyven, et al. (2008) dans leur étude portant sur les perceptions des élèves sur leur environnement d'apprentissage, ont mentionné que les perceptions sont une question de goût et d'opinion.

Pour aborder la question de l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS, nous nous sommes appuyés sur la théorie interactionniste. Celle-ci considère le handicap comme un produit de la rencontre entre un individu (handicapé) et les autres dans les milieux dans lesquels ils évoluent. Le handicap dépend alors des normes culturelles et sociales de référence. Dans ce courant de recherche, Becker (1985) analyse le handicap à travers le regard qu'un groupe social porte sur un autre. De même, Goffman (1975) considère le normal et le stigmatisé comme des points de vue socialement produit lors des contacts mixtes, en vertu des normes insatisfaites qui influencent sur la rencontre. Pour ces auteurs, c'est la réaction sociale qui fournit la catégorie d'exclu potentiel qui est le déviant, le stigmatisé.

Par ailleurs, la question de l'inclusion des élèves en situation de handicap pendant le cours d'EPS a été investie par plusieurs chercheurs, ce qui à notre avis, dénote de l'intérêt de cette thématique. Parmi ces chercheurs, nous citons en référence Feuilladié et al. (2016), qui dans leur étude intitulée : *"les points de vue des enseignants sur le handicap et leur inclusion"*, ont montré que la majorité des enseignants ont des attitudes négatives en début d'année. Lamontagne-Müller et al. (2009), ont cherché à vérifier auprès des futurs enseignants, les liens entre la représentation du handicap et l'inclusion. Les résultats obtenus ont montré que les enseignants en formation percevaient moins bien les enfants en situation de handicap. Fort de leurs résultats, ils ont déduit qu'un élève en situation de handicap ne pouvait pas suivre le même cursus qu'un élève ordinaire. Dans la même optique, Ndikumasabo (2018) a analysé les conceptions et les pratiques des enseignants accueillant les élèves en situation de handicap dans un programme d'éducation inclusive au Burundi. L'auteur a rapporté que les participants avaient des conceptions essentiellement non inclusives. Enfin, Curchod-Ruedi et al. (2009), dans leur étude sur les représentations des enseignants face à l'intégration des élèves en situation de handicap, ont indiqué une faible acceptation de ce processus par les enseignants. La majorité des participants souhaitait plutôt le recours à la différenciation structurale.

I.2. Problématique

En considérant les travaux de recherche sus mentionnés, un consensus général se dégage : l'inclusion des élèves en situation de handicap n'est pas admise par les enseignants. Ceci suppose que la réussite de l'éducation inclusive implique l'engagement idéologique, pédagogique et pratique des acteurs sociaux, l'enseignant en particulier. (Hall, 2007; Chaturvedi, 2010; Ducharme et al., 2012; Lombardi et al., 2013). En outre, il est reconnu que les croyances des enseignants ont un impact considérable sur leurs attitudes, leurs styles d'enseignement et les adaptations qu'ils mettent en place dans leur classe. (Avramidis et al., 2002). Cette étude qui s'intéresse aux perceptions des enseignants dans le contexte éducatif congolais, cherche à comprendre les fondements de la marginalisation de ces élèves lors des enseignements/apprentissages d'EPS. Fort de ce qui précède, les questions ci-après constituent le fil conducteur de notre étude.

- Quelle perception les enseignants ont-ils de l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS ?
- Sont-ils assez outillés pour gérer avec efficacité ce type d'élèves ?
- Quelles perceptions les enseignants ont-ils de leur formation initiale et continue dans le domaine des Activités Physiques Adaptées (APA) ?

A priori, nous présumons que l'inclusion des élèves en situation de handicap moteur au cours pratique d'EPS est perçue négativement par les enseignants. Aussi, il semble que ceux-ci ne



se sentent pas suffisamment outillés à gérer cette catégorie d'élèves et leur formation en APA s'avère être insuffisante.

Ce travail de recherche a eu pour visée :

- de décrire les perceptions des enseignants à propos de l'inclusion des élèves en situation de handicap pendant le cours d'EPS ;
- d'analyser le niveau de compétence des enseignants ;
- d'analyser la perception des enseignants à propos de leur formation initiale et continue.

Pour répondre à ces questions de recherche, nous avons construit une approche méthodologique, dont l'articulation a été précisée dans la section suivante.

II. Méthode

II.1. Posture de la recherche

Tenant compte de la nature subjective de notre objet d'étude, nous avons privilégié l'approche qualitative. Celle-ci a l'avantage de porter une attention particulière à ce que pense chaque individu et de faire ressortir les différences et les ressemblances de chacun. Elle donne également un aperçu du comportement des participants et permet d'étudier leurs opinions sur un sujet particulier (Paille et al., 2008).

II.2 Participants

Les acteurs concernés par cette étude ont été les enseignants d'EPS. Pour retenir l'échantillon de l'étude, nous avons fait un choix raisonné. Les critères ayant présidé à leur sélection ont été définis comme suit : être enseignant titulaire, avoir accueilli au cours de la carrière professionnelle au moins un élève en situation de handicap moteur, avoir une expérience professionnelle de cinq ans au moins et consentir à participer à l'étude.

En définitive, douze enseignants, soit quatre enseignantes et huit enseignants ont été sélectionnés. L'expérience professionnelle des participants étant de huit ans en moyenne. Pour identifier chaque participant, nous avons utilisé un identifiant, noté : E_n.

II.3 Instrument de collecte des données

Les données de l'étude ont été collectées à partir des entretiens semi directifs. Pour ce faire, une grille d'entretien, testée préalablement auprès de six enseignants présentant les mêmes caractéristiques que ceux des sujets de l'échantillon de l'étude, a servi de support à la conduite des interviews. Ce support a été constitué des thèmes suivants : perception de l'inclusion, perception du rapport handicap moteur et EPS, compétences, perception de la formation.

II.4 Déroulement de l'enquête

L'enquête a été réalisée dans les collèges publics d'enseignement général, situé arrondissement au sud de Brazzaville (Mfilou). Les participants, contactés et informés au préalable sur l'objet de l'étude, ont été entretenus individuellement dans leur lieu de travail. La durée de chaque entrevue a été de quarante-cinq minutes en moyenne. Pour éviter les biais méthodologiques et la perte des informations, tous les entretiens ont été enregistrés à l'aide d'un support audio (dictaphone), puis transcrits intégralement aux fins des différentes analyses.

II.5 Méthode d'analyse des données

Les données collectées ont fait l'objet d'une analyse de contenu. Selon Paille et al., (ibid, p. 162), cette approche consiste à « *transposer d'un corpus donné un certain nombre de thèmes*

représentatifs du contenu analysé, et ce, en rapport avec l'orientation de la recherche ». Concrètement, chaque entretien a été d'abord analysé individuellement, dans le but de faire ressortir la signification particulière des propos de chaque enquêté, puis regroupés entre eux autour des différents thèmes abordés. Dans la section suivante, nous présentons la synthèse des résultats issus de l'enquête.

III. Résultats

Nous avons repris les différents thèmes de la grille d'entretien. Les réponses aux différents items ont été regroupées et présentées à titre indicatif dans des tableaux suivants.

III.1 Résultats relatifs au thème 1

L'objectif poursuivi était de décrire les perceptions des participants, concernant l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS. Le tableau 1 présente les résultats y relatifs.

Tableau 1 : Réponses des participants à propos de l'inclusion des EH au cours d'EPS

Thème 1 : Perception de l'éducation des EH au cours d'EPSThème 1: Perception of PE education during PSE	Extraits de verbatim	Indicateurs	Effectifs
	<p><i>Non, pour moi, c'est impossible... cette disposition est irréaliste à mon avis. Ces élèves doivent être gérés entre eux.</i></p> <p><i>On ne peut pas obliger les élèves à pratiquer une activité dont ils n'ont pas les compétences.</i></p> <p><i>Comment est ce possible lorsque les programmes sont taillés à la mesure des élèves normaux. Je pense que, ce n'est pas possible de gérer en même temps les élèves handicapés et les élèves valides....</i></p> <p><i>Cette politique éducative n'est pas réaliste du tout dans le cas de notre discipline,...</i></p>	Négatives	10/12
	<p><i>Si les conditions sont réunies c'est peut être possible, mais tout dépend du degré du handicap et des activités à programmer...</i></p> <p><i>Je l'ai déjà fait avec l'accord de l'élève lui-même et de ces parents....</i></p> <p><i>Je peux me débrouiller à gérer un handicapé, mais je le prendrais peut être seul ou les regrouper s'ils sont nombreux dans ma classe</i></p> <p><i>On ne peut pas exclure la pratique de l'EPS à tous les élèves vivant avec handicap ; tout dépend du handicap et de sa volonté de participer...</i></p>	Mitigés	2/12

EH : élève en situation de handicap APS : Activités Physiques et Sportives ; EPS : Education Physique et Sportive

Le tableau 1 illustrant les propos des participants au sujet de l'inclusion des élèves en situation de handicap moteur au cours d'EPS, montre que les interviewés ont exprimé diversement leur avis.

En effet, la majorité, soit 10 sur 12 (E₁, E₂, E₄, E₅, E₇, E₈, E₉, E₁₀, E₁₁, E₁₂) participants a exprimé un avis défavorable à l'obligation d'inclure lors des pratiques pédagogiques en EPS, les élèves en situation de handicap moteur. Cette disposition législative est de leur point de vue irréaliste, voire utopique. Aussi, le caractère obligatoire de celle-ci a été occulté. Car selon les participants, l'inclusion de ces élèves devrait plutôt être facultative.

Par ailleurs, dans une moindre proportion, à savoir 2 participants sur 12 (E₃, E₆), l'expression a été mitigée. Les participants ont estimé que la politique inclusive devrait être relative à la nature ou à la gravité du handicap, tout en tenant compte de l'attitude de l'élève à l'égard de la pratique de l'EPS. Autrement dit, l'inclusion de ces élèves à la pratique de l'EPS devrait être envisagée dans une perspective personnalisée.

En somme, ces points de vue controversés présument que les participants à l'étude ne sont pas suffisamment informés sur les droits à la pratique des activités physique et sportives des personnes en situation de handicap et des exigences législatives qui en découlent.

III.2 Résultats relatifs au thème 2

Dans cette section, nous avons abordé la perception des enseignants à propos du rapport handicap moteur et pratique de l'EPS. Il s'agit précisément d'identifier les percepts ou les images mentales associées au handicap et à l'EPS. Les résultats synthèses sont présentés dans le tableau 2 suivant.

Tableau 2 : Réponses des participants concernant la perception handicap moteur/ EPS

Thème 2 : Perception du rapport handicap moteur et EPS	Extraits de verbatim	Indicateurs	Effectifs
	<i>Non je n'ai jamais pris la peine de les prendre dans mon cours... parce qu'ils sont malades... Les personnes vivant avec handicap ont beaucoup de malades, l'exercice physique demande de la force or ces élèves sont souvent faibles...</i>	Perception négative du handicap	9/12
	<i>La pratique des activités physiques et sportives exige du pratiquant : l'effort, l'endurance. Vue leur état physique, ils ne peuvent pas pratiquer le sport... Les malformations physiques empêchent à ces élèves d'exhiber leur corps.... Les élèves en situation de handicap sont trop différents. Je n'ose pas engager un élève déficient parce que je le trouve hors de la portée de mon plan de cours.</i>	EPS une activité exclusive aux élèves valide Rapport handicap/EP S négatif	9/12 9/12
	<i>j'ai reçu dans ma classe un élève avec une infirmité au niveau du bras, celui-ci a participé régulière au cours d'EPS sauf lorsque l'activité exigeait l'usage des deux bras, en gymnastique par exemple.</i>	Rapport handicap/EP S, relatif	3/12

EPS : Education Physique et Sportive

La lecture des informations contenues dans ce tableau fait ressortir que le rapport handicap/EPS a été diversement appréciée par les participants.

En effet, 9 interviewés sur 12 (E₂, E₄, E₅, E₇, E₈, E₉, E₁₀, E₁₁, E₁₂) ont stigmatisé le handicap, en le considérant comme une fatalité, une maladie... En plus, l'EPS est perçue comme une activité exclusive aux élèves endurants, forts, équilibrés, en bonne santé... Par conséquent, de leur point de vue, l'arrimage entre handicap moteur et pratique de l'EPS est difficile dans notre contexte éducatif.

Cependant, ce point de vue a été nuancé par 3 participants (E₁, E₃, E₆), qui ont estimé que le handicap n'était pas une contre indication absolue à la pratique de l'EPS.

A la suite des analyses de ces entretiens, on peut énoncer que ces enseignants ont une vision négative du handicap et sont pessimistes quant aux aptitudes physiques et sportives de ces élèves.

III.3 Résultats relatifs au thème 3

Le deuxième objectif de notre étude a été de requérir les opinions des participants au sujet de leurs compétences à gérer les élèves en situation de handicap pendant le cours d'EPS. Les résultats correspondants à cet objectif sont présentés dans le tableau 3 ci-dessus.

Tableau 3: Réponses des participants à propos de la perception des compétences

Thème 3:	Extraits de verbatim	Indicateurs	Effectifs
Compétence dans la gestion des EH	<i>C'est une situation embarrassante. On hésite quelquefois sur le type d'exercice à leur proposer. Du coup, mieux vaut les laisser à l'écart ... L'enseignant peut être en difficulté face à la diversité des handicaps... c'est malaisé de préparer deux fiches pédagogiques différentes</i>	Difficulté d'aménager les contenus d'enseignements	11/12
	<i>Comment gérer en même temps les élèves présentant des aptitudes trop différentes... Les regrouper avec tout le monde est irresponsable, il y a beaucoup de risques d'accidents...</i>	Difficultés de gérer une classe hétérogène	10/12
	<i>Le livre programme est taillé à la mesure des élèves normaux... Je ne dispose pas des supports pédagogiques pour préparer les cours adaptés à ce genre d'élèves.... Que pouvons nous faire lorsqu'on n'a rien comme document de base...</i>	Difficultés liées aux supports pédagogiques	8/12

EH : Elève Handicapé

En ce qui concerne le niveau de compétence des participants concernant la gestion des élèves vivant avec un handicap moteur, l'analyse des réponses a montré que la majorité des participants a exprimé un sentiment de d'incompétence dans la gestion de cette catégorie d'élèves. De leur point de vue, Ils n'ont pas la maîtrise de l'approche pédagogique à privilégier dans ce cas. Ces difficultés pédagogiques ont été évoquées par 11 participants (E₁, E₃, E₄, E₅, E₆, E₈, E₉, E₁₀, E₁₁, E₁₂).

En outre, les participants ont mentionné les difficultés relatives à la gestion d'un groupe-classe hétérogène. En effet, ils ont estimé que la maîtrise du contenu disciplinaire pour chaque groupe (élèves valides et élèves invalides) est une tâche ardue. Pour contourner la difficulté, 10 des participants sur 12, notamment E₁, E₃, E₄, E₅, E₆, E₇, E₈, E₉, E₁₁, E₁₂ ont estimé que la gestion des élèves en situation de handicap pouvait se faire, soit de façon individuelle, soit en les regroupant entre eux.

De même, l'analyse des propos de plus de la moitié des participants, soit E₁, E₂, E₃, E₄, E₅, E₁₀, E₁₁, E₁₂ a fait ressortir des difficultés concernant le manque de programmes adaptés aux élèves en situation de handicap moteur et des documents pédagogiques de référence, pouvant servir lors de la préparation des fiches de leçons et l'accompagnement de ces élèves pendant le cours d'EPS.

Nous avons déduit de ces résultats que les participants ont en général une perception négative de leur compétence à pouvoir gérer ces élèves. Aussi, prendre en compte à la fois les besoins particuliers de chaque élève handicapé et les besoins de la classe en tant que groupe se sont avérés être une tâche très complexe pour ces enseignants.

III.4 Résultats relatifs au thème 4

L'objectif 3 a consisté à analyser les perceptions des participants à propos de leur formation initiale et continue en activités physiques adaptées, les résultats obtenus sont synthétisés dans le tableau 4 suivant.

Tableau 4 : Réponses des participants à propos de la perception de leur formation

Thème : 4 Perception sur la formation	Extraits de verbatim	Indicateurs	Effectifs
	<i>Je ne voudrais pas jeter du discrédit sur ma formation, mais je puis vous dire que la formation reçue n'a pas été suffisante ... La formation en APA a été superficielle... Nous avons certes reçu des informations, mais parler de formation, je refuse de l'admettre...</i>	Formation initiale insuffisante	11/12
	<i>Le cours de pédagogie n'a pas été explicite sur comment gérer les élèves vivant avec handicap en même temps que les valides...</i>	Formation en pédagogie inclusive insuffisante	10/12
	<i>Les séminaires de renforcement des capacités sont certes organisés, mais le handicap et l'EPS ne sont jamais abordés... Il me semble que les élèves vivant avec handicap sont ignorés ... leur situation ne préoccupe pas nos coordonnateurs puisqu'ils n'en parlent pas...</i>	Formation continue, séminaire et animation pédagogique en APA inexistante	12/12

EH : Elève Handicapé ; APA : Activités Physiques Adaptées ; EPS : Education Physique et Sportive

Dans l'ensemble des verbatim recueillis, il s'avère que les participants sont très peu satisfaits de leur formation universitaire. 11 participants (E₁, E₃, E₄, E₅, E₆, E₇, E₈, E₉, E₁₀, E₁₁, E₁₂) ont souligné tout particulièrement que leurs cours universitaires ne leur ont pas permis d'acquérir une bonne formation dans le domaine des APA. 10 participants (E₁, E₂, E₃, E₄, E₅, E₇, E₈, E₉, E₁₀, E₁₁,) ont estimé que, malgré leur contribution essentielle à leur formation, ces cours n'ont pas mis un accent particulier sur la pédagogie inclusive. Aussi, tout en reconnaissant la pertinence du cours de didactique de l'EPS, les participants ont à l'unanimité déploré l'absence d'étude des cas pratiques concernant la gestion des élèves handicapés.

En ce qui a trait à la formation continue, les participants ont évoqué à l'unanimité l'absence des séminaires et des animations pédagogiques axés sur la gestion des élèves en situation de handicap en général et ceux en situation de handicap moteur en particulier. Il semble que les conseillers et les inspecteurs pédagogiques se préoccupent peu de la promotion des activités physiques et sportives chez les élèves en situation de handicap. Ces résultats suggèrent une moindre considération des acteurs de l'éducation pour cette catégorie d'élèves.

IV. Discussion

Cette étude a eu pour visée de décrire les perceptions des enseignants à propos de l'inclusion des élèves en situation de handicap au cours d'EPS, d'analyser d'une part leur compétence à pouvoir gérer ces élèves et d'autre part la perception qu'ils ont de leur formation. Pour ce faire, une enquête de terrain par entrevue a été réalisée auprès de douze enseignants titulaires d'EPS. Les résultats obtenus ont été discutés, c'est-à-dire corroborés ou nuancés aux travaux antérieurs dans cette section.

IV.1 L'inclusion des élèves en situation de handicap au cours d'EPS

Le premier objectif poursuivi était de décrire les perceptions des enseignants à propos de l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS. En scrutant les résultats analysés précédemment, il ressort que l'inclusion de ces élèves semble inenvisageable par l'ensemble des participants. Ceux-ci qualifient cette approche éducative d'irréaliste, voire d'utopique. (Tableau 1).

Ces résultats corroborent ceux de Avramidis et al. (op. cit.), sur le thème intitulé: Students teacher's attitudes towards the inclusion of children with special educational needs in the ordinary school. Ces auteurs ont rapporté que les enseignants dans l'ensemble ne sont pas favorables à l'inclusion des élèves en situation de handicap au cours d'EPS. Cependant, nos résultats se distinguent de ceux obtenus par Hadadian et al. (2001) qui dans leur analyse des personnels de 189 milieux d'accueil aux États-Unis, ont montré que 90% des professionnels sont en accord avec le principe de l'intégration des enfants en situation de handicap.

A quoi peut-on attribuer la différence de ces résultats ? Nous présumons que la perception négative de l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS, serait liée à l'image négative que les participants ont du handicap moteur. Dans leurs conceptions le handicap est synonyme de inadapté, incapacité, l'invalidité,... En plus, les participants ont mentionné de façon significative la forme souffrance du handicap en y ajoutant la forme douleur, à laquelle elle est parfois associée (Tableau 2). Cette conception du handicap est la même que celle décrite dans les travaux rapportés par Lombardi (2013), Bergéron et al. (2011). Les résultats de notre étude suggèrent une révolution de la vision du handicap par les acteurs de l'éducation.

Il faut noter que ces images du corps malformé, vulnérable, peuvent restreindre l'ambition pédagogique et éducative des enseignants. Ce qui à notre avis justifier les relations empreintes de froideur, de cynisme et de réticence évoquées par les participants à notre étude. Ce constat a été également fait par Avramidis et al. (op. cit.). Ceux-ci ont relevé l'ostracisme et la négligence des enseignants à l'égard des élèves handicapés pendant les leçons d'EPS.

La question que nous sommes en droit de nous poser est celle des déterminants de ces perceptions négatives à l'inclusion de ces élèves handicapés pendant le cours d'EPS.

Si nous admettons que la formation efficiente est un bras de levier important pour former de nouvelles connaissances à partir desquelles dérivent de nouvelles perceptions ou des perceptions modifiées, à cet effet, nous supposons que la perception négative à l'inclusion de ces élèves résulterait de la méconnaissance que les participants ont de ce domaine. Cette préoccupation intègre notre deuxième objectif à savoir : analyser les perceptions que les enseignants ont de leur compétence à gérer les élèves handicapés.

IV.2 Perception des compétences, un frein à l'inclusion des élèves en situation de handicap au cours d'EPS

Les données analysées précédemment ont montré que les enseignants d'EPS ne pensent pas être en mesure de prendre en charge la diversité du public scolaire auprès duquel ils sont amenés à enseigner.

En effet, les participants invités à se prononcer sur leurs compétences à gérer les élèves en situation de handicap au cours d'EPS en même temps que les élèves "valides", ont manifesté des attitudes de réserve. Ils ont mentionnés des difficultés relatives à la spécificité et la nature des adaptations didactiques et pédagogiques à mettre en place pour permettre à ces élèves de participer au cours. Autrement dit, il leur est difficile d'arrimer les interventions pédagogiques aux besoins des élèves en situation de handicap moteur. Cette difficulté a été relevée dans la



préparation du cours, l'adaptation du matériel pédagogique, la définition des stratégies d'enseignement, et la gestion du groupe-classe hétérogène. (Tableau 3).

Nos résultats indiquent une grande similarité avec les travaux rapportés par Paradoupoulou et al. (2004). L'analyse du questionnaire Teacher Integration Attitudes Questionnaire, (TIAQ), rempli par 93 enseignants grecs d'Education Physique, a permis de montrer le lien entre les attitudes des enseignants envers l'inclusion des élèves en situation de handicap et le niveau de connaissances d'une part et la maîtrise qu'ils estiment avoir dans le domaine de l'inclusion, d'autre part. De même Dubois (2011) a montré que la plupart des enseignants d'EPS n'ont pas les compétences requises pour la prise en charge optimale des élèves à besoin particulier.

Ces résultats rendent compte de la nécessité d'informer les enseignants, mais surtout, comme l'ont évoqué explicitement la majorité des participants (Tableau 3) de penser aux mécanismes permettant d'établir des balises claires quant aux accommodements à offrir aux élèves en situation de handicap. Car selon les travaux de Forlin et al. 2009; Sharma et al., 2008, les enseignants ayant suivi des cours sur les stratégies d'inclusion scolaire durant leur formation initiale ont tendance à développer des attitudes plus positives à l'égard de l'inclusion scolaire.

De ce qui précède il est opportun d'analyser les perceptions que les participants de la présente étude ont de leur formation. Cette préoccupation correspond au troisième objectif de notre étude.

IV.3 Perception de la formation, un frein à l'inclusion des élèves en situation de handicap au cours d'EPS

Concernant la perception que les enseignants d'EPS ont de leur formation, il ressort de l'analyse des propos des interviewés qu'ils sont insatisfaits de leur formation. De leur point de vue, la formation a été, trop théorique et les cours en activités physiques adaptés superficiels. (Tableau 4).

Ces résultats sont identiques à ceux obtenus par Ramel, (2015). Dans le même ordre d'idée, les enseignants interrogés par Fuchs (2010) regrettent de ne pas avoir été suffisamment formés à la différenciation pédagogique et aux adaptations des enseignements.

Il semble que la question de la formation des enseignants dans la prise en charge de cette catégorie d'élèves se pose avec acuité. Puig, (2015) nous donne une première piste de réponse. Selon l'auteur, les Ecoles Supérieures du Professorat et de l'Education (ESPE) doivent intégrer la problématique du handicap dans la didactique des disciplines afin d'apporter aux futurs enseignants des aides concernant la différenciation pédagogique nécessaire face à ce type d'élèves.

En outre, il est reconnu que la formation en cours d'emploi (formation continue) est un excellent moyen de développement professionnel. A propos, de nombreux travaux (Avramidis et al., 2007; De Boer et al., 2011; Çagran et al., 2011...) ont montré que les enseignants qui avaient suivi une formation complémentaire ou plus approfondie exprimaient des attitudes plus positives à l'égard de l'inclusion scolaire. Qu'en est-il de cette formation des enseignants dans le contexte de cette étude ?

Les résultats obtenus, concernant cette question ont montré que les participants ont malheureusement déploré l'absence des formations continues axées sur la gestion des élèves à besoin éducatif particulier. Aussi, ont-ils mentionné la rareté des encadrements et des contrôles pédagogiques assurés par les inspecteurs et les conseillers pédagogiques. (Tableau 4).



CONCLUSION

Ce travail de recherche a eu pour objectif de décrire les perceptions des enseignants au sujet de l'inclusion des élèves en situation de handicap moteur lors du cours pratique d'EPS, d'analyser leur compétence à gérer ces élèves, ainsi que la perception qu'ils ont de leur formation. Partant du cadre théorique choisi, des questions de recherche ont été formulées. Pour répondre à ces questions, nous avons réalisé une enquête de terrain à l'aide des entretiens auprès des enseignants d'EPS.

L'analyse des propos des 12 participants recueillis lors des entretiens individuelles semi-dirigées illustre quatre grands constats :

- les enseignants ne sont pas favorables à l'idée d'accueillir à leur cours les élèves handicapés. Cette perception négative est renforcée par les images négatives que ceux-ci ont au sujet du rapport handicap/APS. Pour eux, le handicap physique ne garantit pas la pratique des activités physiques et sportives. Le handicap devient dès lors un inhibiteur de la capacité physique et sportive ;
- les participants ont exprimé leur incompetence dans la gestion de ces élèves ;
- les formations initiale et continue des enseignants d'EPS se sont avérées être insuffisantes.

De ce qui précède, il ressort que la mise en œuvre de l'inclusion des élèves en situation de handicap est un réel défi, qui nécessite des grands changements. Il s'agit avant tout de penser la personne en situation de handicap comme étant susceptible de pratiquer l'activité physique et sportive, en opposition aux présupposés de l'inactivité physique et sportive. En outre, elle implique de mettre en chantier des pratiques renouvelées, à valider en termes d'approches didactiques, de contenus d'enseignement et de formation des personnels enseignants, de sensibiliser les enseignants concernant les droits des personnes en situation de handicap et de l'obligation de leur faire bénéficier du droit du mouvement ou de la culture sportive.

Pour terminer, il convient de noter que cette étude qui s'est focalisée sur l'analyse des perceptions des enseignants au sujet de l'inclusion des élèves en situation de handicap moteur pendant le cours d'EPS, ne prétend pas avoir cerner les contours de cette problématique. De ce fait, nous envisageons réaliser cette avec un échantillon plus large et interroger les enseignants sur la pertinence des contenus des programmes d'enseignement/apprentissage en lien avec le handicap.

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CHANGING PORTRAYAL OF INDIAN WOMEN IN MASS MEDIA

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Abstract

Mass media is a powerful manager of socialization and has a remarkable impact on the people. There are two way relationships between the media and social reality. On the one hand, the media reflect what exists; on the other hand, they affect the social reality. The media have largely propagated and reinforced the status quo through selective dissemination of dogma and information regarding the role and status of women. Being selective, media interprets and create its own reality. In many cases media disseminates the view that the male is superior in every aspect to the female. But, in contemporary India, new trend in portraying women is seen in tele-serials, advertising and in films. This is a sign of changing social attitude towards the status of women in India.

Key words: Mass media, women, portrayal, dissemination.

Introduction:

Mass media is a powerful manager of socialization and has a remarkable impact on the people. There are two way relationships between the media and social reality. On the one hand, the media reflect what exists; on the other hand, they affect the social reality. The media have largely propagated and reinforced the status quo through selective dissemination of dogma and information regarding the role and status of women. Being selective, media interprets and create its own reality. In many cases media disseminates the view that the male is superior in every aspect to the female.

The patriarchal structure of Indian society discriminates against women in every sphere of life. In access to basic health care, proper and required nutrition and education, gender discrimination is evident. Indian society views women as primarily homemakers. They mainly stay within the private sphere of men and with men going out to work in the public world. The stereotypical role models of male and female and the public-private division gain acceptance in mass media. The cultural stereotypes are used to reinforce submissive role models of women. These are major obstacles to change social prejudices and traditions which affect women's status.

The mass media function in the larger system of patriarchy and and represents women as subordinates. With the increase of 'women's genres' tele-serials, melodramas, women's magazines and so on, women have emerged as important consumers of mass entertainment. The mass media also choose the items for public shows to reinforce the patriarchal culture. But, the media simply does not reflect the social reality and conditions our values, attitudes and behaviours. They also influence the audience to think as they want to make the societal attitude towards the status of women.

The most important media in the dissemination and strengthening of cultural values and norms in India are audio-visual. Television in India provides a rich source of



information, education and entertainment for a huge part of the population. Many episodes on television are still completely designed from a man's perspective. Advertising through various media channels such as newspapers, magazines, television, internet and various social media reach and influence the people. Large conventional portrayals of women are common almost everywhere in mass media. Indian cinema also plays a big role in shaping the status of women in society.

Changing representation of women in various visual media-advertising, tele-serials and films are three major and conventional tools of mass media, which are playing a great role in portraying women according to the societal expectations. Their style of portraying women is also changing with the changing situation of women in Indian society. Advertising As a tool of mass media advertising sells attitudes, behaviour and lifestyle, apart from selling products. Women are repellently represented in the domestic role in almost every television commercial. They are also underrepresented as mature, competent and affluent member of society. Women models are usually younger, attractive and portrayed in the role of self-consciousness and pride; while men models exhibit a sense of excitement, danger and adventure. The World of business, banking, finance and automobile are exclusive areas of male models with women by side or in the background. A common sight of women in the advertisements for decades is of cooking food in the kitchen, washing clothes, bandaging wounds, feeding husband and children, which emerges out of the traditional expectation of their representation.

Changing representation of women in various visual media

Advertising, tele-serials and cinemas are three major and traditional means of mass media, which are playing a major role in portraying women according to the societal expectations. Their style of portraying women is also changing with the changing position of women in Indian society.

Advertising

As a part of mass media advertising sells attitudes, conduct and lifestyle alongwith selling products. Women are constantly represented in the domestic role in almost every television commercial. They are also presented as immature, incompetent being of society.

Women models are usually younger, eye-catching and depicted in the role of self-consciousness and arrogance; while men models demonstrate a sense of exhilaration, danger and adventure. The World of business, banking, finance and automobile are exclusive areas of male models with women by side or in the background. A common display of women in the commercials for decades is of cooking food in the kitchen, washing clothes, bandaging wounds, feeding husband and children, which appears out of the traditional expectation of their representation. Examples are too many with the advertisements of detergent powder, pain killers, spices, oils, utensils, and many more home appliances etc. In Indian television advertising, women are utilised to sell products to both, male and female consumers through their two dimensional role: as caretakers of the household and the family and at the same time as decorative sex objects. Although women featured in various categories of commercials, they tended to be prominent figures in the commercials on Home appliances, grooming



aids and food items; while, men are prominent in the advertisements on medical aids, industrial and electronic goods. Women featured predominantly as housewives. On the other hand, men were either depicted as professionals (scientists, doctors, executives, etc.) or their occupations were unspecified. The activities of male and female characters in advertisements varied according to the type of product being advertised. On the whole, the hidden messages of the commercials are undignified for women. With the emergence of women as an important group of audience, television commercials have exploited women by coopting some of the images of feminism and creating a new cultural "type" of the assertive and ambitious women who are profitable consumers. The liberated women are presented as a sensual person who is primarily involved in the work of purchase of appliances, accessories and cosmetics. This new cultural stereotype of a woman is produced by television commercials essentially to serve the commodity markets of the globalised economy.

Gender portrayal in advertisements is referred to as the 'beauty myth'. When young lady models are shown to use anti-aging products, they create a fascination with youthfulness and brightness. Dissatisfaction with the results of using beauty products led to frustrations and destabilized self-confidence among common women. An increasing number of advertisements of soap, cream, oil etc. claiming to give a fair complexion depicts as superior to a dark complexion and girls are shown as unwanted in the marriage deal or shown success very difficult because of dark complexion.

Most of the advertisements concentrate on the women's physicality, attractive poses and are made to appear as being devoid of astuteness. Women are often shown in a sexual or vulnerable position in order to sell the product, whether is depicted as the one who is "behind every successful man" and not a success herself.

A number of problematical issues related to these gender portrayals have been emerged. Advertisers have been accused of objectifying women's bodies. Objectification refers to the practice, whereby persons are effectively turned into objects by the manner they are portrayed. Rather than being valued as subjects, they are depicted as objects. Advertising often objectifies women by reducing them to their bodies, and often to certain parts of the body such as breasts, chest, legs, rather than the whole body.

Cultural values are the core of advertising and most of the advertisers prefer to comply with this public value system, rather than run against it. Most of the LIC advertisements depict the women left all alone, dependent and vulnerable to exploitation, if the husband does not have insurance. They appear to advocate the idea of insurance as more important for women than for men.

In these ways women are portrayed as, a) Sex objects, b) Homemakers, c) Dependant on men; and d) Ornamental or decorative objects and seldom as making important decisions or doing important things.

Slowly but, surely, the advertising industry is projecting out a new woman. Visions of modernity and liberation are however being attached with physical looks, rather than other kinds of portrayals. Advertisements on television have a new woman, who is self-centred, antagonistic, sexist, abusive, and insensible. Strangely, these models are used for exclusively male-products. For instance, in a male undergarment



commercial, the man has lipstick marks all over his body, when he lose his way into a women's rest room, which is symbolic of mass female molestation.

Changing trend: However, a steady increase in the number of urban working women is reflected in current advertisements. There is a portrayal of self-sufficient single working woman also. Advertisements for goods and services are now addressed to the urban middle class women with either independent salary earner or who have an increasing control of purchasing decisions.

Unfortunately, projection of women's liberation in the media consists of freedom to mingle with anyone, to have drinks, and have party around. However, advertisement strategies are careful to avoid a fully westernized image of the new Indian women. They instead attempt to construct an equivalent gender identity by maintaining India's distinctive cultural indicator, despite increased economic globalization.

After brutal murder of George Floyd by a white policeman of United States of America on 25th May 2020, world-wide protest campaign took place against 'colour discrimination'.

The incident opened the eyes of many companies of beauty-products and they are replacing the term "Fair" with other similar terms in advertising their products. For example, very recently 'Fair and Lovely' company has replaced the term "Fair" to "Glow". Since 1975 the company had been using the term "Fair and Lovely". This is a positive change of 'beauty myth' in advertising.

Tele-Serials

Television is a large medium of entertainment as well as education and information. The penetration of new communication technologies in the 1980s has widened the access to television in developing countries like India. In television programmes, women and their concerns are not only misrepresented and underrepresented, but women's images on television consistently follow traditional, stereotypical patterns and are very often derogatory. A tele-soap is an ongoing, episodic work of fiction. Tele-serials have appeared as the most reachable form of amusement for all sections of Indian society, especially women. Tele-serials have become a part of daily domestic routine. The existence of a large number of female characters also accounts for their increased popularity among women. Most of the Tele-serials have themes of particular concern to women.

Many Tele-serials deal with family relationships and women's struggle. There are themes of extra-marital affairs and illegitimate children etc. In tele-serials of 'Saas-bahu', generally the ideal daughter-in-law is depicted as bearing every abuse from the mother-in-law and other family members, finally proving to be a true treasure. The tele-serials project the joint family as an ideal one and the institution to be protected by women only. Other characters, especially male characters are shown as less important and less aggressive in nature.

Well decorated and well furnished sets are used with women dressed in heavy designer wears and jewellery. They advertise the fashion trends through the outfit of the characters. The use of luxurious items, mobiles, automobiles, well decorated houses shown in the Tele-serials have a direct inspirational value on the spectators.



A dominant image of women in the media is that of 'motherhood' which is glorified to the level of divinity. The media seats a high importance on marriage and motherhood for women, but, for fatherhood a little responsibility. The regular women spectators of these serials tend to identify themselves with the characters, customs and culture shown in the serials. The negative stereotype strengthens the notion that the women's place is to be centred round the home, the physical beauty is a precious asset and she has to be ever sacrificing, virtuous and obedient.

Changing trend: A new trend is emerging for showcasing the contemporary women, who achieves her goals in life by their hard working and not manipulation. A few tele-serials highlight that ambition and financial independence are not only men's area of concern. However, there has not been enough depiction of women achievers in diverse fields to inspire the viewers. The Medias, most often, reflect women's character in a patriarchal setting, thus reinforcing and perpetuating gender bias and discriminatory attitudes. It also affects the self-image of Indian women.

Films

Film is a complex medium of communication that combines sight, sound, motion, drama and messages to capture audience attention. In the background of widespread illiteracy, it is the most significant medium for entertainment. Popular cinema is an extremely potent medium since it influences us at the subconscious level through powerful images and various successful genres, such as family and social dramas, romance, mythological stories, etc., around well-known clash and resolution of family and society. These narratives create myths, which infiltrate the unconscious world of collective psyche and reinforce patriarchal ideology. Thus, popular cinema is an integral part of popular culture and reflects the distorted mirror of modern society.

Traditional Hindi films portray women as a affectionate daughter, dutiful to father and brothers, a responsible and faithful wife, who consummates her relationship with the husband never questioning his authority, who never fantasizes about any man except her husband and who as mother is inserted into an asexual role, her only aim is to see the betterment of her children and make all possible sacrifices to ensure their happiness. For example, Nargis in 'Mother India', who goes to extremes to protect her chastity from the local landlord and protect her children.

Those films which show educated women with an occupation, often shows as typists, secretaries or school teachers, very occasionally as lawyers or doctors or corporate heads. Young boys learn from filmy dialogue and film songs like, '.....tucheezbadihai mast mast....' that women are 'stuff' to be used. Unnecessarily sexual scenes are shown with an aim to box office hit. It is trendy in Indian cinemas to show the dripping body of women to expose her figure. These images of women in films can be countered through portray a woman not just as a body, but, also an intelligent being with a significant role.

In general, the hero is shown in lead role, while, women are mostly shown as non-important role. The Hero is shown as a successful professional; while, the heroin is shown as non-working woman. Even educated middleclass women are shown without any occupation. But by and large women are shown to work only in the absence of a



male breadwinner, a father, a brother or a husband. These women are presented as unfortunate victims sacrificing their own interests to support the family. It is only when she tries to rebel against her role as a wife and a mother or chooses to work to assert her independence, the hostility against a working woman surfaces. In the case of the poor women, work is represented as economic necessity. Poor women's work life is either romanticised or is sensationalised by depicting her as a victim of poverty and sexual harassment. Sexual molestation is presented as a dominating reality of poor working women's lives. Such portrayal obscures harsh working conditions and injustices and reinforces the myth that work outside the home exposes women to sexual violence..

Changing trend: However, notable changes are evident in contemporary films. There is a shift in focus from depicting women as victims, as a sexual being or sex symbol for the satisfaction of men, to a woman who has desires, sexualities dreams, abilities, and intelligence. The growing trend is to have heroines who have a past or are willing to have a dalliance for sexual gratification. For example films like, 'Hawas', 'Jism', 'Murder' etc. can be named. It shows women liberation of different kind. However, the bright new image of "modern" women in the popular Indian films is superficial. Her femininity is defined within the boundaries of patriarchy. She continues to need the protection of a macho hero and does not rebel against his dominance. In imitating the role of a macho hero she neither appears credible nor powerful as the "strong" woman character as she continues to be depicted as submissive in her romantic relationships with men.

Certain other films in the mainstream dealt with the question of autonomy and sexual choices of women. Film, like, 'Astitva', where the character defines non-consensual marital sex as rape and ultimately walks out after many years of marriage to make a life for herself; the controversial film, 'Fire', where two sisters-in-law walk out to their loveless marriage and choose to be with each other, which depicts women with independence. These films presented women alternatives in outside marriage and questioned the mainstream cultural conventions. Interplay of traditions and modernity in women characters are shown in few films. In the film 'Akele hum Akele tum', shows the father bringing up the child whose mother deserts him. Some films like 'Mardaani', 'Mardaani2' 'Thappad' are trendy in film industries nowadays which are based on women in lead role and denying social conventions against women.

Print Media

The reach of print media, the newspapers and magazines, is much less in developing countries due to widespread illiteracy. Nevertheless, print media plays an important role in influencing public opinions. But, Women and women's issues find comparatively little space in newspapers. In general, newspapers and magazines reinforce sex stereotypes. With the increasing feminist critique of the print media and participation of feminist professionals in the print media, the situation has somewhat changed. In the 1980s, the general apathy among newspapers and periodicals towards women's issues has given way to some awareness and better coverage. Earlier, women and their issues or problems never figured on the front page of a newspaper and women were predominantly depicted as victims of atrocities. Today women are more "visible" in the



mainstream print media, where they figure side by side with the old stereotyped sexist images and the back page pin ups. Over the years, feminist pressures on the media have led to a gradual increase in the space devoted to the selected women's issues and noticeable decline in the overtly sexist and anti-women items and articles. Nevertheless, there is considerable ambiguity in representation of women and women's issues in the newspapers and magazines. Nevertheless, in the hierarchy of news and news values, serious articles on women still form only a small part of the entire coverage. Media still continues to emphasise events rather than processes. Newspapers give selective coverage of women's issues. However, the press coverage of women's issues over the years has changed significantly with noticeable changes in the presentation of news and views in the context of expansion of electronic media and new consumer-orientations of Indian economy, increasing participation of media women in "hard" news areas of politics and economic, and changing strategy of the women's movement (Joseph and Sharma 1994). With the shift in the strategy of women's movement from single issue-oriented, highly visible public campaigns centred around atrocities against women to low-key grassroots activism, there has been some dilution in the media's coverage of women's Issues. In summary, there is some visible space in the coverage of women and women's issues in the print media.

Media does not address serious issues about exploitation and unequal treatment to women in different spheres, but is keen in reporting sex related incidents by way of sensationalizing news of atrocities on women. It is true that media has brought to light, certain wrongdoing against women, but, in a very subtle manner it also perpetuated the stereotyped image of woman as a homemaker and an inconsequential entity in the traditional value system. Generally, women's problems never figure on the front page of a newspaper unless it is a gruesome murder or a case of rape. Newspapers even on women's page does not usually address relevant issues for women empowerment, but, reporting is concerned with beauty tips recipes, fashion syndrome etc.

Conclusion

As image-makers, the mass media have a serious and significant role to play in changing the attitudes of people regarding women, and thus, a powerful socializing agent. However, the media appreciate the societal images of women and hardly challenge them. The productive and economic role of women finds little place in media. The UN International Decades for Women (1975-85) catalyzed criticism and research on women and media. Primarily, it centred on two axes: a critique of ways in which media content projects women as objects rather as active subjects, and an analysis of the institutional and social structure of power through which women are systematically marginalised within media organizations. The National Policy for Empowerment of Women 2001 aims to remove demeaning, degrading and negative conventional stereotypical images of women, violence against women and to use the mass media to portray images consistent with the human dignity of girls and women.

Positive changes are occurring gradually. The challenge is enormous. It is encouraging to see many women are making women-oriented films, publishing magazines for women, writing songs to change the image of women in media and to initiate a dialogue with other women to challenge stereotypes and myths. A good



number of men have extended their helping hands into this mission with women. An increase in these numbers and a change in attitude and mindset of people would create a positive and respectable image of women in the media.

Mass Media should make a strong contribution, with the implementation of media campaigns, to the dissemination of the concept of gender equality. The Mass Media have always unconsciously affected and influenced the thinking and attitude of society. Media should focus on success stories of established, successful & renowned women, despite of indecent representation of women. As an important agent of socialization for shaping of gender roles, its mechanisms for checks and balances with respect to gender need to be strengthened. The media should enable projection of women in a decent and dignified way and promote respect and dignity to women avoiding indecent portrayal of women. The media professionals need to be sensitized on gender issues and a system of rewards may be developed for those who are able to portray women in positive manner. Likewise, stringent punitive action should be taken against those who defy the norms. New innovative decent presentation of women through media must be introduced. A strong legislative effort coupled with a wide spread social awareness with morality and ethics is needed to fight this menace so that women are not perceived as a commodity but as individual with rights and dignity.

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ANALYSIS OF MICROFINANCE INSTITUTIONS OUTREACH AND FINANCIAL PERFORMANCE ON WOMEN EMPOWERMENT IN ETHIOPIA

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ABSTRACT

Developing economies have over the years initiated and implemented programmes aimed at empowering women economically and socially. Despite these efforts, some challenges still remain. Microfinance as tool for women empowerment has become the main subject of many researches. Ethiopia is not an exception. Therefore; this study also focused on the contribution of microfinance institutions in the economic empowerment of women .The specific objectives of the study was to Analysis of Microfinance Institutions Outreach and Financial Performance on Women Empowerment in Ethiopia. The methodology of the study was contains types and sources of primary and secondary data, sampling techniques and sample size determination. The researcher were used both probability (random sampling technique to select respondents for the questionnaires) and non-probability (Judgmental sampling for the determination of five substrata). Sample size (265) of the study determined from the total populations of 773 as well as by using SPSS descriptive statistics and regression analysis. The concluding points of the study was the responsible body must be doing more for the empowering of women populations in the zone with microfinance institutions to reduce financing problems; because of coordination important for the government sectors and NGOs to sustain economic growth and development of the country.

Key words: Microfinance, Women Empowerment, Financial Performance

1.1. Introduction

Microfinance institutes play a vital role in empowering a woman around the world and their services are started in 1970s by providing small loan amount to people. Morduch (2005), Mohan (2011) and Al Mamum (2014) investigated that microfinance institutes are mainly focused on poor women and it is usually considered and as a women business. Microfinance was first established in Ethiopia in the late 1980s, with a range of NGO and government micro-credit programmes. However, these were not seen as well-organized or capable of operating on a continuous and sustainable basis (Wolday 2012). Shortly after, the first microfinance law was passed (Proclamation No. 40/1996) with the aim of protecting small depositors, ensuring stability, and promoting the efficient performance of MFIs (Fite, 2013). As an adjunct to the Peoples Bank, Community Banks (now called microfinance bank) were licensed in 1990 for the provision of non-sophisticated and low interest loan to the community (Fabinuet *al*, 2017).

Ethiopian microfinance institutions mainly related to poor household populations and lend uncollateralized and tailored loan terms to the unbanked poor in low-income



communities. Accordingly the main goal of many micro finance institutions is to provide sustainable micro finance facilities to the poor to facilitate income generation and reduce poverty (Baumann, 2001). However, the efforts of microfinance institutions to expand and perpetuate financial services to the poor are often backed by a steady flow of subsidies, recently the growing commercialization and competition in microfinance coupled with withdrawal of subsidies stand out the need for financial sustainability and efficiency in the industry (Tadese, 2014).

Many studies are conducted by Getaneh Gobezie (2005) on Amhara Credit & Saving Institution (ACSI); (Ebisaet al, 2013), found that microfinance is good strategy to mitigate poverty and it creates an opportunity for the marginalized segment of population in accessing to finance. On the other hand, Meron Haile (2007) conducted research in Addis Ababa on the role of Microfinance in empowering women which show that, although women benefited in economic empowerment from MFI interventions, women's work load increased as result of MFI, spent income for family purpose and also it does not make significant change for women in political empowerment.

A study was conducted by Nader (2008) by testing a hypothesis: "microcredit is positively linked to women's socio-economic wellbeing". She argued that microcredit has become imperative to alleviate poverty and to improve families' wellbeing and the results also confirmed that microcredit is strongly linked with children's education, income and assets. Therefore, the present study was conducted to analyze the contributions of microfinance in terms of empowering women with economic activity participation and providing financial services in west Guji zone. For this case the research was used five independent variables (income status, participation level, credit, loan and training provided by MFI).

1.2. Objectives of the Study

1. To examine income status of women populations in the zone.
2. To assess how the credit taken from MFIs are contribute on the economic empowerment of women.

1.3 Related Literature Reviews

Rahman (1999) & Mouduch (2000), microfinance refers to the provision of small amount of institutional credit and saving jointly liable low-income people who are unable to obtain loans from formal sector banks for lack of collateral. Alemayehu (2010) defined microfinance as a provision of financial services to low income clients or solidarity lending groups including consumers and the self-employed, who traditionally lack access to banking and related services. SIDA (2019) defines "women's economic empowerment as the process which increases women's real power over economic decisions that influence their lives and priorities in society." As per Khan and Rahaman (2007), MFIs significantly improved women's security, autonomy, and self confidence level within the household by providing opportunities for self-employment. Kabeer (2005) found out that, although microfinance institution is striving to increase income

and asset in poor household, women are likely to spend income on household consumption and security related assets. In particular, the licensing and supervision of Microfinance Institution in Ethiopia started in 1996 (Getaneh and Carter, 2007). According to Sebstad (2002), the Ethiopian microfinance industry has undergone tremendous growth and development in a very short period of time. Presently thirty two registered micro-finance institutions are functional (Gowri, 2011).

1.4. The Conceptual framework of the study

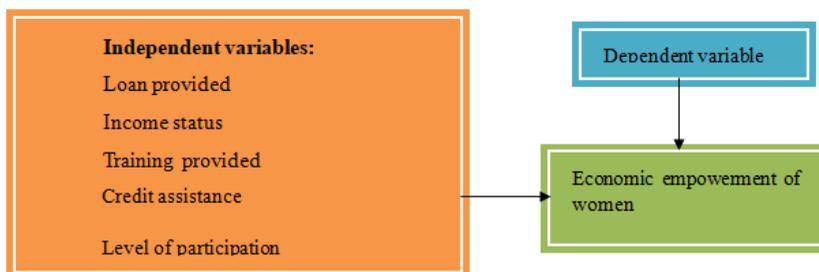


Figure 1.1: Conceptual framework (Researcher own framework)

1.5. Description of the Study Area

West Guji Zone is recently emerged in 2008 E.C and as one zone of Oromia region. The zone is bordered by Guji and Borena zones from east and south respectively, also by SNNP region west and north directions. According to the report of Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 1.5 million (CSA, 2019).

1.6. Research Design

To answer the research questions of this study, the researcher was employed Descriptive Statistics (frequency, percentage, mean, standard deviation with tables) and explanatory research cross-sectional survey studies. Accordingly, the study would employ cross-sectional data with SPSS version 20 Statistics and regression for the analysis of data.

1.6.1. Sources and Types of data

The primary data would come from field survey by using data collection methods including structured and unstructured questionnaires by asking 265 women respondents and interviews with unstructured questionnaires by asking 10 authorized populations from west Guji zone. Moreover, secondary data have been collected from documents compiled in zone, woredas, journals, related research studies, documents and reports, internet, Books and others sources from concerned bureaus.

1.6.2. Sampling Techniques

The total number of west Guji zone populations borrowed money from MFIs are described by using Multi-stage sampling approaches .

1.6.3. Sample size determination

Total number of respondents are women’s who live in five woredas such as Kercha (Female=196), Bule Hora (Female=261), Melka Soda (Female=84), Gelana (Female=164) and DugdaDawa (Female=58) as well as total number of female respondents are $197+264+86+167+58=773$. The sample size of this study was determined by using Yemane formula (1967) with 95% confidence level as follows:-

$$n = N/1+N (e)^2$$

$$n = 773/1+773 (0.05)^2$$

$$n = 773/2.9105 = 265.43 \text{ (approximately)} = \mathbf{265}$$

Table No. 1: Sample size of each woredas from the total sample size (Own author)

No	Name of Woredas	Target populations	Sample size of each woredas
1	Kercha	196	$SSKW = 196*265/773 = 67$
2	BuleHora	265	$SSBHW = 265*265/773 = 91$
3	Melka Soda	86	$SSMSW = 84*265/773 = 30$
4	Gelana	167	$SSGW = 164*265/773 = 57$
5	DugdaDawa	58	$SSDDW = 58*265/773 = 20$
Total		773	265

1.6.4. Methods of Data Analysis

After collecting and organizing the required data (information), both qualitative and quantitative methods of analysis were employed. The collected quantitative data during the study was organized, analyzed and finally presented in SPSS descriptive statistics regression analysis such as percentages, frequencies, tables, and charts. In addition, the qualitative data would be also discussed and interpreted systematically. More specifically, the above tools are supported by editing, coding, and establishing themes/parts. The Linear regression technique was applied for analyzing the data using SPSS 20 and Excel 2010.



1.7. Data Analysis, Presentations and Discussions

1.7.1. The socioeconomic and demographic characteristics of the respondents

Table 2: Socioeconomic and Demographic characteristics

	Frequency	Percentage
Age of respondents		
18-29	125	47.3%
30-45	74	27.9%
Above 45 years	66	24.8%
Total	265	100%
Marital status		
Married	132	50.0%
Single	85	32.1%
Widowed	23	8.4%
Divorced	25	9.5%
Total	265	100.0%

Source: Own Survey (2020)

Age of respondents with 18-29 years (47.3%), 30-45 years (27.9%) and above 45 years (24.8%) and more number of borrowers are existed between 18-29 ages. In terms of respondent's marital status, it shows that 50% respondents are married, 32.1% respondents are single, 8.4% respondents are widowed and 9.5% respondents are divorced.

Conclusion: Most of respondents are age between 18-29 means they are young populations and their marital status are married.

1.7.2. Loan Profile of Respondents

Table 3: Satisfaction level of respondents

Satisfaction level	Frequency	Percentage
Very satisfied	48	17.9%
Satisfied	74	27.9%
Undecided	-	-
Dissatisfied	110	42.0%
Very dissatisfied	33	12.2%
Total	265	100.0%

Source: Own survey (2020)

The services and amounts of loan they are gets from MFIs with Satisfaction levels are Very satisfied (17.9%), satisfied (27.9%), Dissatisfied (42.0%) and Very dissatisfied (12.2%). For this case most respondents are not satisfied from the services of MFIs.

Table 4: Forms of loan taken, Incentive and Training of the women respondents

Forms of loan taken	Frequency	Percentage
Individual	231	87.4%
By team/group	34	12.6%
Total	265	100.0%
Incentive to women's	Frequency	Percentage
Incentive	93	35.1%
No incentive	171	64.9%
Total	265	100.0%
Training provided	Frequency	Percentage
Trained respondents	141	53.1%
Non-trained respondents	124	46.9%
Total	265	100.0%

Source: Own survey (2020)

The respondents are taken loans Individual (87.4%) and by team/group (12.6%) which means more number of respondents are gets loan individually. As the results of study shows MFIs are giving incentive to their borrowers only 35.1% and 64.9% of women's are without incentives. For this case economic empowerment of women's are negatively affected.

To manage their loans training provided by the lenders is very important before lending money for the risk minimization from both sides. Trained and non-trained respondents are 53.1% and 46.9% respectively. Therefore; such like activities are more encourage able for the minimization of uncertainties and risks for both lenders and borrowers as well as for the empowerments of our female populations.

1.8. The Results of Inferential Analysis

Table 5: The correlation results of variables

Economic empowerment of women	Level of participation	Income status	Credit	Training	Loan
Pearson Correlation	.618	.720	.863	.882	.885
Sig. (1-tailed)	.000	.000	.000	.000	.000
	N=265	N=265	N=265	N=265	N=265
	5	5	5	5	5

By using Pearson correlation results Level of participation have high positive relationship with satisfaction level (0.720), credit (0.863) and loan (0.885). Also, income status has been very high positive relationship with credit (0.901) and high positive relationship with education level (0.887), training (0.848) and loan (0.856).

Credits have very high positive relationship with satisfaction level (0.901), training (0.938) and loan (0.938) as well as have high positive relationship with participation level (0.841). Training has very high positive relationship with credit (0.938) and loan (0.979) & has high positive relationship with participation level (0.791) and income status (0.848).

Loan have high positive relationship with participation level (0.794) and income status (0.856) as well as have very high positive relationship with credit (0.938) and training (0.979). In short Economic empowerment of women has positive correlations with Level of participation, income status, credit, training and loan as well as they is significantly affects.

1.9 Regression Statics:

Table 6: Model Summary^b

Model	R	R Square	Adjusted R Square		Std. Error of the Estimate	Change Statistics				
			Model	Change		F	Sig.	df1	df2	F
1	.915 ^a	.837	.834	.197	.837	263.789	.000	5	256	.000

a. Predictors: (Constant), Loan, Level of participation, Satisfaction level, Credit, Training

b. Dependent Variable: Economic empowerment of women

Source: SPSS results, 2020

The above table indicates about model summary and R-Square explained by variance as well as the movement by independent variables on the dependent variable with percentage which means .837 approximately 84% of the movement or variance absorbed in the dependent variable is explained on the independent variables high. Also R-Square is overestimated than Adjusted R Square (83%) is very good because of above 60% and Level of participation, income status, training, loan and credit are have significance level at 0.05 with confidence level of 95% as well as significantly affect the dependent variable as the results of model summary; because of the probability values less than 0.05.

Table 7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.938	5	10.188	263.789	.000 ^b
	Residual	9.887	256	.039		
	Total	60.824	261			

a. Dependent Variable: Economic empowerment of women

b. Predictors: (Constant), Loan, Level of participation, Income status, Credit, Training

Source: SPSS results, 2020

Interpretation: ANOVA (Analysis of variance) F calculated > F critical (5%), for this case there is the level of significance and the results shows very significant (.000b); because of $p < 0.05$.

Table 8: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Partial	Tolerance	VIF
		1	(Constant)	.741							
	Level of participation	.142	.023	.428	5.887	.000	.618	.345	.148	.204	4.896
	Income status	.038	.024	.110	1.574	.117	.720	.098	.040	.130	7.702
	Credit	.212	.033	.590	6.452	.000	.863	.374	.163	.076	13.159
	Training	.096	.049	.256	1.978	.049	.882	.123	.050	.038	26.312
	Loan	.154	.046	.435	3.352	.001	.885	.205	.084	.038	26.578

a. Dependent Variable: Economic empowerment of women
b. Source: SPSS results, 2020

As the above table shows Standardized Coefficients represents the coefficients of independent variables and explained more change in the dependent variable. Depends on the standardized coefficients (Beta) results of Participation level (0.428), Income status (0.110), Credit (0.590), Training (0.256) and Loan (0.435) are positively affects economic empowerment of women.

1.10. Conclusions

The findings of current study show that microfinance has contribution on economic empowerment of women's. Therefore, the present findings confirm previous findings of Shekilango (2012) that provides the empirical support for the argument that woman supported their husbands/family heads to meet children/brother/ sisters educational needs. Additionally, the women also agreed on the point that access to credit has reduced their dependence on others in meeting children's expenses. According to Mayoux study, proposed in 2001, Microfinance brought the change in position of women in abusive marital status. Furthermore, bring down the frequency of aggressive behaviour at home (Kabeer, 2001).

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TOURISM DEVELOPMENT IN KAZIRANGA NATIONAL PARK, ASSAM, INDIA: A PROFILE OF THE TOURISTS

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Abstract

Assam as a tourist destination in India is blessed with magnificent tourist attractions and Kaziranga National Park (KNP) is one of them. The tourist inflow in KNP has gradually increased over the years and thereby the revenue generated has also witnessed an overall increase. Tourism in KNP has better prospects for future growth that can be harnessed not only for the tourist's recreation but most importantly to maximize the environmental as well as economic benefits for the Park and contribute to state and the local communities. The study intends to understand that how tourists perceive the development of tourism in Kaziranga National Park. The work is based on primary field survey and secondary data was collected from Government institutions. Kaziranga as a tourist destination is considered to be expensive when measured in economic aspects. The tourists agree that tourism development has brought better park management and awareness. However the existing tourism infrastructure and tourist facilities must be improvised for future development keeping in mind sustainable tourism strategies befitting the park landscape and thereby contributing towards the State as well as the local residents.

Keywords:Kaziranga National Park, Tourism Development, Tourist Profile, Tourist Facilities.

Introduction

Tourism in Assam has immense potentialities and the wildlife, unique flora and fauna, natural beauty, lush green tea plantations, sparkling rivers, holy shrines and ethnic cultures are its assets. Wildlife tourism is prospering in the state and Kaziranga National Park especially for its flagship species one-horned rhino. Long year's back it was considered to be an inaccessible tract with some wildlife, swamps, forests and others. There was no road, no path or track inside the forest except the trails laid out by the regular movement of the animals. Very few people knew about Kaziranga and fewer people were interested in the preservation of the rhinoceros and other wildlife. But with the general decline of wildlife due to indiscriminate poaching and habitat destruction, there was a growing awareness amongst some section of wildlife and nature lovers that it was high time to take action to preserve the wildlife. Due to this awareness initiatives were taken and Kaziranga was opened to interested visitors in 1937 and two elephants were posted for taking the visitors inside the sanctuary (Mahanta and Rao, 2012). Today Kaziranga National Park occupies a significant position among the tourist spot of the world. There is a significant increase in tourist inflow in Kaziranga National Park since 1937. The overall growth rate of tourist inflow from 1999-2016 is 22.56%, 23.15% in



case of domestic tourists 14.21% in case of foreign tourist (Table 1) With the growing tourist inflow the revenue earned by tourism department has also increased. The trend of revenue generated from tourism sector has witnessed an overall increase of 7.2 % since 1999-2016 (Table 1). Therefore, the study endeavours to understand the perception of the tourists on tourism development in KNP so as to ensure the associated positive and negative aspects and further enhance the scope for development.

Materials and Methods

The work followed an exploratory and explanatory approach. Primary data was generated to understand the perception of the tourists towards park environment and tourism scenario using purposively designed schedule cum questionnaire. Tourist data for 2015-16 which is 174216 has been taken as the base year for the present study. But this number represents a high finite population and hence, taking into consideration of time, money and resource constraints as being the sole investigator, tourist survey was conducted based on a convenience sampling technique in the month of January, 2016. Accordingly, 400 questionnaires were distributed among the tourists, 250 for Domestic tourist and 150 for foreign tourist. A total of 304 usable and complete questionnaires, 97 from foreign tourist and 207 from domestic tourist were collected and analyzed. This sample represents the perception of 700 visitors (0.40% of total tourist in 2015-16) as the participating tourist arrived with their family members and friends. However, when daily visitors are taken into consideration, about 400-500 tourist visit per day from October to mid-May (Government of Assam, n.d.), thereby the sample size of 304 representing 10% of tourists visiting the park in a week.

Results and Discussions

Trend of Tourist Inflow and Revenue Generation

There is a significant increase in tourist inflow in Kaziranga National Park since 2000-2016. From the study, domestic tourist arrival has gone up to 50498 in 2000-2001 from 37696 in 1999-2000 registering an average annual growth rate of 34% during the period. It may however be noted that there has been annual fluctuations in traffic volume with an overall trend of positive growth (Table1). From 50498 tourists in 2000-2001, it went down to 44162 tourists in 2001-2002, shot up sharply to 59811 in 2002-2003. A sharp decline of -28.20% was observed from 2005-2006. In 2008-2009 the annual growth rate sharply went up to 86.95%. Since then an upward trend has been registered with slight annual variations. Coming to the international tourist, from 2002-2003 to 2003-2004 a sharp increase of 83.55% and from 2014-15 to 2015-16 a sharp annual increase of 43% in arrivals have been observed. 2003-2004 to 2007-2008 trend is constantly increasing whereas trend is constantly declining from 2010-11 to 2013-14 with slight annual variations. The revenue generated when observed annually, there is a sharp increase from 15% in 2001-2002 to 53.41% in 2002-2003. Another sharp increase is observed during 2011-12 (9%) to 2012-13 (38%). The enhanced awareness and promotional campaign carried out by the Assam tourism department from time to time along with a growing trend towards nature tourism has resulted such development (Table1).

Table 1: Trend of tourist inflow and revenue generation (1999-2016)

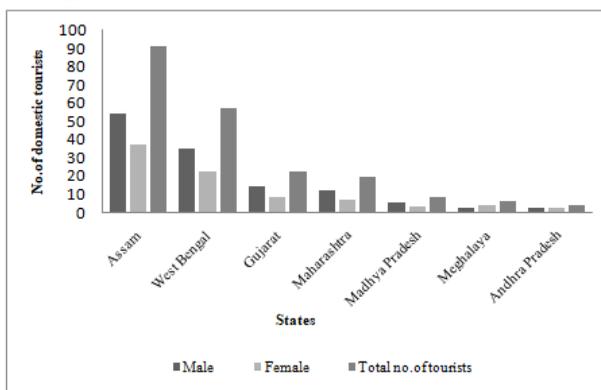
Year	Domestic	Variation (%)	Foreign	Variation (%)	Total	Tourists Revenue (in millions)
1999-2000	37696		1623		39319	
2000-2001	50498	33.96	1838	13.24	52336	3.038258
2001-2002	44162	-12.54	2144	16	46306	3.494084
2002-2003	59811	35.43	2055	-4.15	61866	5.360425
2003-2004	57834	-3.30	3772	83.55	61606	6.211729
2004-2005	68412	18.29	5147	36.32	73559	6.675037
2005-2006	49116	-28.20	5210	1.32	54326	7.615169
2006-2007	67968	38.38	5748	10.17	73716	7.980949
2007-2008	53640	-21.08	6106	7.31	59746	8.734185
2008-2009	100284	86.95	5767	-6.37	106051	11.220698
2009-2010	105264	4.96	7580	31.49	112844	12.167974
2010-2011	112392	6.77	7447	-1.75	119839	13.673482
2011-2012	117411	4.46	7521	0.99	124932	14.946171
2012-2013	93747	-20.15	7418	-1.36	101165	20.576098
2013-2014	119289	27.24	6922	-6.68	126211	26.865775
2014-2015	123360	3.41	7994	15.48	131354	28.392304
2015-2016	162799	31.97	11417	42.81	174216	41.976727

Source: Office of the Deputy Director of Tourism, KNP

State Wise and Country Wise Break Up Of Tourists

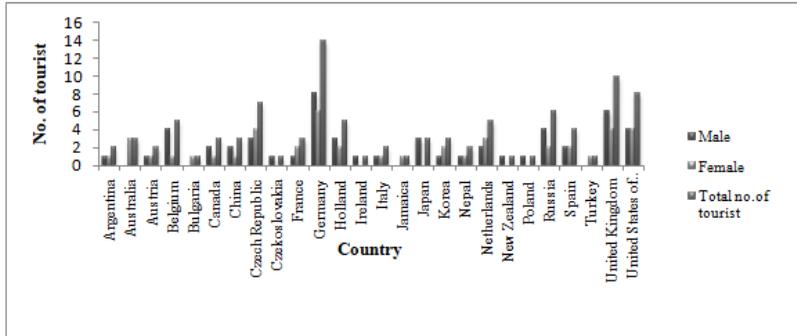
Out of 304 total tourists, number of domestic tourists was 207 (68.09%) and 97 (31.90%) from foreign countries. Total male tourist constitute 58% (59.90% domestic and 54.64 foreign) and female tourist constitute 42% (40.10% domestic and 45.36foreign) respectively. Major share of domestic tourists visiting KNP arrived from within the state of Assam (43.96%) followed by West Bengal, Gujarat, Maharashtra, Madhya Pradesh, Meghalaya and least from Andhra Pradesh (1.93%). With respect to foreign tourists major share of tourists arrived from Germany (14.43%) followed by United Kingdom (10.30%)and tourists from Bulgaria, Czechoslovakia, Ireland, Jamaica, New Zealand, Poland arrived for solo trip. (Fig.1 and 2)

Fig.1: State-wise domestic tourist arrival to KNP



Source: Primary field survey, KNP, 2016

Fig.2: Country-wise foreign tourist arrival to KNP



Source: Primary field survey, KNP, 2016

Purpose of visit and major attractions

The primary survey revealed that 88.48% tourist visited KNP for recreational purpose and items that received poor response include business, honeymoon and academic interest. With respect to attractions towards the park, majority of the respondents favoured that the wildlife of KNP had drawn their interest followed by its popularity (Table 2). Attributes like scenery, academic interest and business/conference received poor response whereas events/festivals received no response. Tourists usually visit KNP during the designated tourist season (October-mid May) as during monsoon season the park suffers from recurrent flooding from river Brahmaputra, flowing along the northern boundary. The remaining months could be open to a limited extent encouraging academic research, organizing events/festivals, conferences for creating awareness. Also these months must be devoted towards planning, rejuvenation, promotion and development of the park and its surroundings.

Table 2: Purpose of tourist visiting KNP (in %)

Purpose	Recreation	Business	Academic interest	Honeymoon
Domestic	84.05	2.42	7.25	6.28
Foreign	97.93	-	2.06	-
Total	88.48	1.64	5.59	4.27

Source: Primary field survey, KNP, 2016

Table3: Tourists inflow according to attraction towards park (in %)

Attraction	Domestic	Foreign	Total
Wildlife	55.55	92.78	67.43
Scenery	13.52	20.62	15.79
Academic/research interest	7.25	2.06	5.59
Business/conference	2.42	-	1.64
Events/festivals	-	-	-
Popularity	14.01	36.08	21.05
Others (resorts/hotels)	8.70	-	5.92

Source: Primary field survey, KNP, 2016

n.b: Tourists gave more than one response



Source of information

Both domestic and foreign tourists have favoured to source information from travel agency (Domestic 41.54% and Foreign 38.14%) followed by internet, word of mouth and least from Tourist information centre by domestic tourist and newspaper/ book/magazine by Foreign tourist (Table 4). Therefore, it is important to upgrade tourist information centers’ and provide a tourist friendly environment. Also regular updates must be made available in the official website thereby creating awareness, offering exciting schemes or packages etc.

Table 4: Source of information

Source of information	Domestic tourist		Foreign tourist	
	No. of tourist	%	No. of tourist	%
Internet	44	21.25	21	21.64
Tourist information centre	9	4.34	12	12.37
Travel agency	86	41.54	37	38.14
Newspaper/book/magazine	12	5.79	9	9.27
Word of mouth	56	27.05	18	18.55

Source: Primary field survey, KNP, 2016

Tourist inflow according to duration of stay

Most of the tourists preferred to stay for 2-3 days accounting for 66.44%. With respect to domestic tourists the maximum number of visitors stayed for 2-3 days followed by overnight visit, daytrip (Table 5) and only 2% stayed for more than 3-4 days. In case of international visitors, the scenario is somewhat different and maximum tourists (84.53%) stayed for 2-3 days followed by 3-4 days and no daytrip or overnight visit. The foreign visitors stayed for a longer duration of time as compared to domestic tourist. As we are aware that foreigners usually like to explore and experience more, this could be one of the reasons .But it can be understood that both domestic and foreign visitors combined together did not prefer to stay for more than 4-5 days. Therefore, more attractions and interest must be developed to retain the tourist.

Table 5: Tourist inflow according to duration of stay (in %)

Duration	Daytrip	Overnight	2-3 days	3-4days	4-5 days	1 week
Domestic	6.76	31.88	57.97	3.38	-	-
Foreign	-	-	84.53	15.46	-	-
Total	4.60	21.71	66.44	7.23	-	-

Source: Primary field survey, KNP, 2016

Place of stay

Out of the total 304 tourists 290 (95.39%) tourist stayed in accommodation units and 14 (4.60%) tourists came for a day trip. Majority of the tourists preferred to stay in resort followed by lodge, guest house and hotel (Table 6). Only 7.24% tourists stayed in home

stay accommodations. Government must encourage and entrust the locals for developing more home stay facilities.

Table 6: No. of tourist inflow according to place of stay (in %)

Place of stay	Hotel	Resort	Lodge	Guest house	Home stay	Friends/relatives
Domestic	7.73	29.95	28.02	18.84	5.80	2.90
Foreign	8.25	35.05	30.93	15.46	10.31	-
Total	7.89	31.58	28.95	17.76	7.24	

Source: Primary field survey, KNP, 2016

Tourist participation in different activities

Both domestic and foreign tourists participated in more than one activity. Majority of the domestic tourist visited the Orchid park (94.68%) followed by jeep safari and elephant safari. And 91.75% foreign tourist participated in jeep safari followed by elephant safari and visit to Orchid Park. Interestingly foreign tourist's participation in elephant safari is higher than domestic tourists. Foreign tourists like to explore more and also elephant ride is expensive as compared to jeep safari (Table 7).

Table 7: Participation of tourists in different activities in KNP

Activity	Domestic		Foreign	
	No.of tourist	%	No.of tourist	%
Sight seeing	171	82.60	80	82.47
Jeep safari	183	88.41	89	91.75
Elephant safari	93	44.92	85	87.62
Local festival	21	10.14	18	18.55
Evening entertainment	66	21.71	54	55.67
Visit to Orchid park	196	94.68	82	84.53

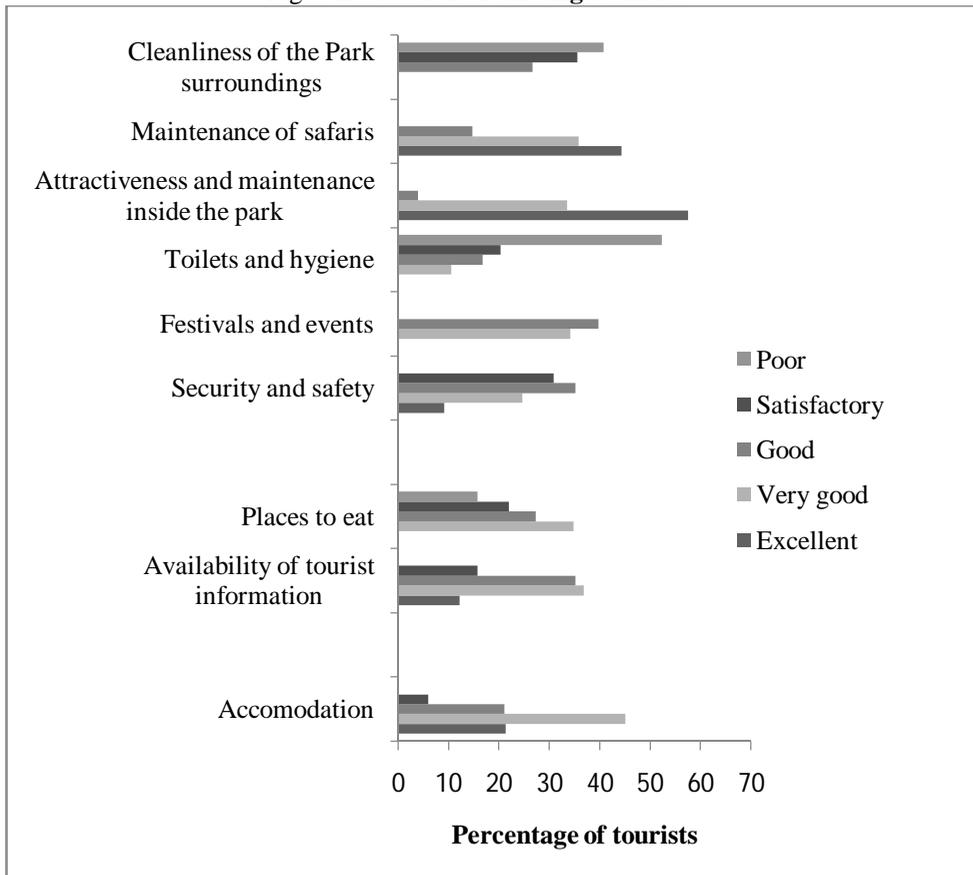
Source: Primary field survey, KNP, 2016

n.b: Tourists participated in more than one activity.

Evaluation of existing facilities

Facilities and services encompass all the economic activities that are related to the tourism industry and produced primarily for tourists, generally designed with an aim of direct economic return (Jafari 1982). Evaluation of existing facilities portrays an interesting picture where the respondents provided different ratings in terms of different attributes. It has been observed that the most favoured aspect by tourists is 'Attractiveness and maintenance inside the park' and 'Maintenance of safaris' of KNP that received a rating of 'excellent' in terms of 57.56% and 44.40% respectively (Fig.3). However, the areas that received poor ratings include 'Toilets and hygiene' (52.30%) and 'Cleanliness of the Park surroundings' (40.78%). Here lies the importance on the improving the Park surroundings, creation of more roadside amenities along with improvement of existing accommodation facilities.

Fig. 3 Evaluation of existing facilities



Source: Primary field survey, KNP, 2016

Discussion

The study reveals that domestic tourist arrival to KNP is confined only from few states within India and in case of foreign tourists it is mainly from the European countries. Provisions has to be made to promote tourism by means of advertisement, branding KNP, through social media, regular updates in the official website, organising events and festivals as well as offering attractive and exciting schemes to attract tourists from all over the world. The change in the economic aspect with respect to KNP because of tourism development is that the cost of accommodation, food, transportation has increased with increase in tourist inflow. It is because the number of private establishments is significant in KNP as compared to Government based establishments (35 private and 9 Government based establishments as per the records maintained by Tourist Information Centre, KNP, 2016). Government must encourage as well as



provide fund to develop home stay facilities in KNP. Also emphasis must be given to provide more opportunities and engage locals to promote their festivals, native crafts, handloom and cuisine. This will increase the sale of native crafts and handlooms benefitting the livelihood of the locals. The local transportation must be developed and such facilities must be economic, regular and comfortable. Also, studies have highlighted the relationship between tourism, visitation and degradation of habitats (Geneletti and Dawa, 2009). Tourists do not prefer to travel to places that are badly managed. Eco-friendly techniques or strategies must be encouraged in resorts/hotels on utilizing solar energy for power, on-site filtration site to eliminate the use of single-use plastic bottles, greenery in the surroundings and on introducing recycling and composting areas. Jeep safari inside the park must be regulated by introducing intelligent transport network system to avoid congestion and noise. Movement of jeeps could be tracked having high quality GPS.

Conclusion

Tourism in Kaziranga National Park is prospering and has more potentialities to expand in future. Therefore, sustainable tourism strategies must be adopted so that the natural habitat of the wildlife remains undisturbed and trend of tourist inflow is continual. The revenue generated with increase in number of tourist arrival must be channelized in a proper direction to maintain the park surroundings, by controlled and nature friendly development initiative by creating unique interests. There is a need for more quality government accommodation units to make the stay of tourist economic. Availability, accessibility and affordability of tourist facilities in and around KNP have to be enhanced at all levels. As per the tourist inflow 43.96% of the domestic tourists were from within the state of Assam and the tourists from other five states taken together accounted for 56.03%. The most likely international tourists visiting KNP as per the study are from the European countries followed by USA and Australia. Efforts have to be made to improvise the requisite infrastructure facilities and strengthen its policy on publicity and promotion of sustainable tourism worldwide. Developing the human resource in KNP is another important aspect to improvise the extent of services rendered and also enhancing local community participation. Provisions have to be made to recruit trained professionals and also provide skill based training at all levels. Adequate emphasis must be given by creating unique participatory activities so that both domestic and foreign tourists stay for longer durations. Researchers have highlighted the need of alternative tourism practices to be adopted in KNP. All these require strategies that will be cost effective, environment friendly, and accepted socially and culturally. Unique ventures related to rural and cultural tourism must be encouraged that will provide an enlightening experience to tourists and will also benefit the local communities.

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CHALLENGES AND OPPORTUNITIES OF USING THE THREE MOTHER TONGUE LANGUAGES (BERTA, BORNA& SE - GUMUZ) AS MEDIUM OF INSTRUCTION IN PRIMARY - SCHOOLS OF BENSANGULGUMUZ REGIONAL STATE

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Abstract

The major purpose of this research was to assess Challenges and Opportunities of using the three mother tongue languages (Berta, Borna& Se-Gumuz) as a medium of instruction in primary schools of BenishangulGumuz Regional State. To collect necessary data for this research, 13 school principals, 4 cluster supervisors, 55 mother tongue language teachers, 270 grade 3 & grade 4 students and 34 PAT members totally 375 respondents were involved. The sample respondents of this study were selected using two types of sampling techniques. That is, two Zones, two city administrations and eight woredas were selected by using random sampling technique and the 13 Primary schools found in those selected woredas were selected using purposive sampling technique. The data collected using close-ended questions of the questionnaire were analyzed mainly using quantitative data analysis method. In doing so, frequency and percentage were used. But the responses obtained through open-ended questions of the questionnaire, interview, FGD and results of classroom observation were analyzed qualitatively for the sake of validating and triangulating the quantitatively analyzed data. Accordingly, based on the findings of the research, the researchers arrived on the following major conclusions. It has been concluded that using the three mother tongue languages as MOI has mainly contributed for better classroom interaction; enhanced students' motivation for learning; social, cultural and language development. Despite of the above opportunities gained as the result of using MTL as medium of instruction, the primary schools under consideration had faced challenges in relation to negative attitude on the teachers, students, parents etc due to lack of awareness; shortage of qualified teachers graduated in MTL; lack of subject matter knowledge of teachers and shortage of teaching learning materials prepared in or translated to MTL.

Key words: Challenges, Medium of Instruction, Mother Tounge language, Oppertunities,

INTRODUCTION

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (FDRGE Education Policy, 1994). This shows that every child has to get access to education. However, there are many obstacles hinder on accessibility, quality and equity of education. FDRGE Education Policy (1994) witnessed that "... that our country's education is entangled with complex problems of relevance, quality, accessibility and equity." Demand and supply of education's accessibility, quality and equity remain unrelated for many decades. The gap was huge among languages and regions.

Medium of instructions were the forefront; among major challenges of education related problems. Both learners and teachers faced medium of instructional challenges. Because; if a learner or teacher fail to understand a language that used as a medium of instruction; can't



understand the lesson content that he/she learnt or teaches respectively. Medium of instruction is a vehicle to transform content knowledge from a teacher or teaching materials to the learners. Language skills are fundamental to learning all subjects. Students, who cannot properly listen, speak, read and write, will struggle to learn other subjects. Traditionally, there is an assumption that learning through mother tongue languages is a natural process that requires little instruction from teachers and little effort from students. (EGRA: 2010). To tackle this challenge; Since 1994, Ethiopian education has been implemented under this ambitious mother tongue language policy, the goals of which are to improve literacy rates and academic achievement, as well as to enhance appreciation of local languages and cultures (UNICEF :2016).

As Alidou and Brock-Utne (2006), cited in Hussein Abdi (2017) the mother tongue has more advantages including pedagogical, psychological satisfaction and helps develop positive self-esteem. Effective communication leads to more successful learning opportunities in classrooms where languages familiar to both children and teachers are used as language of instruction at least in the four years. Moreover, when teachers teach effectively reading, writing and literacy in the mother tongues, students can develop adequate literacy skills that they can use in learning the official languages.

1. Statement of the Problem

Medium of instruction is a key factor among major determinants of effective classroom communications. There are two side arguments towards the use of mother tongue language as medium of instruction -these are against and pro.Chumbow (1990), cited in Bachore(2014) some scholars have some threats on MTL as MOI. The first one is; since a child already knows mother his/her tongue language; to teach in mother tongue will make it more difficult for a youngster to learn a second language later. However; other studies disproved this idea. For instance; according to Cummins J (2000) those individuals who accept their own language and culture do well in second language learning than those who have unfavorable attitude towards their own group. He also says that, so as to sustain in subject matter and maintain normal mental development, students need to build up high stage of first language capability.

Learning basic primary education through own mother tongue language is among a key factors for effective classroom communications; because it allows a learner to focus on the content of the subjects rather than struggling to translate from other[second] language to his/her own mother tongue language. They can speak and write fluently what they learn through their mother tongue languages. It enhances the participation of more children for universal 1st cycle primary education to achieve a millennium goal. It also has play significant role in terms flourishing indigenous languages, knowledge and cultures (UNESCO, 2003). Despite the above merits; mother tongue instruction curricula engulfed by a lot of challenges. Lack of skilled and qualified man power is the 1st cycle primary concern of the program. Lack of teaching- learning materials also another head ache of the mother tongue instructions teaching-learning process. Moreover, many parents hesitate about the advantage of learning through mother tongue languages and the degree of challenges differs from language to language.The total effect of these challenges lead to education quality failure. This is why the EGRA (2010) research findings revealed that 33.7% of grade 2 and 14.8% of grade 3 students are unable to read even a single word in BenshangulGumuz Regional State. This is the lowest achievement next to SNNP and Oromiya regions; which failed 69.2% and 47% of grade two learners unable to read a single word, respectively.

The conductors of this research were very concerned about teaching learning process through MTLs as MOI in the three BenishangulaGumuz Regional State regional languages



(Berta, Borna & Se-Gumuz. Because within their more than a decade GBCTE college experiences from both pre-service and in-service trainees, from regional bureau, zonal and woreda authorities, experts, school principals, supervisors, experienced teachers, students and even the society have got tremendous information through observations, formal and informal meetings etc. Different stakeholders pointed out their fore fingers towards the college for deterioration education quality; particularly on mother tongue efficiency related problems. Therefore, the focus of the present research was to identify challenges and opportunities of using the three indigenous languages (Berta, Borna and Se-Gumuz) as medium of instructions. In doing so, this research has been tried to answer the following basic questions.

1. How do teachers, PTAs and students perceive the use of their mother tongue languages (Berta, Borna & Se-Gumuz) as medium of instruction in 1st cycle primary schools?
2. What Challenges are there in effectively using the three mother tongue languages (Berta, Borna & Se-Gumuz) as medium of instruction?
2. What are the opportunities gained by using the three mother tongue languages (Berta, Borna & Se-Gumuz) language as a Medium of Instruction in Benishangul Gumuz Regional State?
3. How can we overcome the challenges that hinder the use of the three mother tongue languages (Berta, Borna & Se-Gumuz) as medium of instruction?

2. Objectives of the Study

Specifically the research has the following specific objectives

1. This research was aimed to assess the perception of the stakeholders towards the three mother tongue languages (Berta, Borna & Se-Gumuz) as medium of instruction.
2. It was aimed to examine prospective and improvements of using of the three mother tongue languages (Berta, Borna & Se-Gumuz) language as a medium of instruction.
3. The research is intended to identify challenges and opportunities of using the three mother tongue languages (Berta, Borna & Se-Gumuz) as medium of instruction in 1st cycle primary schools of Benishangul Gumuz Regional State.
4. Lastly it is also aimed at to propose the solutions to overcome the challenges faced in using the three mother tongue languages (Berta, Borna & Se-Gumuz) Medium Instruction.

METHODOLOGY

The research method incorporated both quantitative and qualitative with more focus on quantitative one. The reason for focusing on using quantitative approach was that assessing the current practice and status of using three mother tongue languages (Berta, Borna and Se-Gumuz languages) as medium of instruction demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal, structured and rigid manner. The qualitative approach has been incorporated in the study to validate and triangulate the quantitative data. Another reason for using qualitative approach was that, the study involved focus group discussion, interview and observation as non-quantitative data gathering tool for the sake of understanding and describing the opportunities and challenges on current practice situation of using the three mother tongue languages (Berta, Borna and Se-Gumuz languages) as medium of instruction.

The relevant data for this study were collected all in all from 1st cycle primary data sources. In this regard mainly data were obtained from students, respective mother tongue language teachers, school principals, cluster supervisors and PTA members of sample 1st cycle primary schools. The sample respondents of this study were selected using two types of sampling techniques. That is, from the three zones, two city administrations and one special woreda; two zones and two city administrations (67%) were selected as samples. The sample zones and city administrations



were Metekel Zone, Asossa Zone Gilgel Beles City Administration and Asossa City Administration. These zones and city administrations were selected by using random sampling technique. Of 15 woredas found in these sample zones and 2 city Administrations, 8 woredas (47%) were selected as sample using random and purposive sampling technique. Among 1st cycle primary schools found in those selected woredas 13 schools were selected by using purposive sampling technique. Like the sample woredas and schools, amongst teachers who are teaching using mother tongue languages as medium of instruction in the above thirty sample first cycle 1st cycle primary schools fiftyone (51) were included into the sample through simple random sampling technique. In this case, the samples were selected by using lottery method

Whereas, thirteen (13) school principals of sample 1st cycle primary schools and four (4) cluster supervisors were selected as respondents of this research using availability sampling technique. On the other hand, among PTA members who are working in the sample 1st cycle primary schools thirty four (34) were selected for focus group discussion through purposive sampling method. The reason for using purposive sampling technique is to get respondents who can give relevant information regarding the issue under study.

In line with this, Mcmillan (1996:20), states the following:

Purposive sampling is a technique that the researcher selects particular elements from the population that will be representative or informative about the topic. Based on the researcher's knowledge of the population, judgment is made about which cases should be selected to provide the best information to address the purpose of the research.

A questionnaire consisting of both closed and open ended question items were prepared for the respective mother tongue language teacher respondents in their respective mother tongue languages. Likewise; questionnaire consisting of both closed and open ended question items were prepared for grade 3&4 respondent students in their respective mother tongue language. The main purpose of using extensive closed ended questions is to gather huge data from a large number of sample respondents within relatively short time. In preparing close-ended question items, liker scale was employed. The open-ended questions in a questionnaire were used as they allow the respondents to respond their answers in their own words.

Focus group discussion has been conducted with some selected PTA members of the sample schools. This technique was employed to acquire qualitative data about the various aspects related to the problem under the study as it combines elements of both interviewing and participant observation. In addition, this technique enabled the researchers to generate qualitative data which gives an insight into attitudes and perceptions in a social context where people can consider their own views in the context of the views of others and where new ideas and perspectives can be introduced as it allows observation of group dynamics and non-verbal communication.

RESULTS AND DISCUSSION

According to Solomon Araya (2004), research methodologies are divided into two major parts: qualitative and quantitative. A major contrast between qualitative and quantitative research design is how information is gathered and analyzed and the choice to use either of them is based on the type of questions to be answered. Therefore, both qualitative and quantitative techniques of analysis were used based on the type of data gathered and the instrument used. Hence, how the researchers had analyzed the data is described below in detail.

As regards to the quantitative data, responses were categorized and frequencies were tallied before analyzing, presenting and interpreting the data. Frequency and percentage were employed in order to analyze quantitative data which were gained through questionnaire. For the sake of simplifying



data summarization, interpretation and analysis, teachers were considered as implementers in one group and students were categorized as users in another group. The information that was gathered through content analyses (verbal and visual communication messages) during interview and focus group discussion was transcribed and summarized using word expression as supplementary to the main interpretation.

Table 1: Teachers’ and students’ Attitudes towards students’ Classroom Interactions in Mother Tongue

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	The interest of students learning has been increased.	Teachers	48	94.12	2	3.92	1	1.96	51	100%
		Students	209	98.12	0	0	4	1.88	213	100%
		Total	257	97.35	2	0.75	5	1.89	264	100%
2	The understanding ability students have shown progress.	Teachers	51	100	0	0	0	0	51	100%
		Students	205	96.24	5	2.35	3	1.41	213	100%
		Total	256	96.97	5	0.75	3	1.14	264	100%
3	Ability of interaction in the classroom is improved.	Teachers	51	100	0	0	0	0	51	100%
		Students	202	94.83	6	2.82	5	2.35	213	100%
		Total	253	95.83	6	2.27	5	0.75	264	100%
4	Use of MTL language outside the classroom shows progress.	Teachers	48	94.12	2	3.92	1	1.96	51	100%
		Students	198	92.96	10	4.69	5	2.35	213	100%
		Total	246	93.18	12	4.55	6	2.27	264	100%
5	The Academic performance of students has been improved.	Teachers	50	98.04	1	1.96	0	0	51	100%
		Students	204	95.77	4	1.88	5	2.35	213	100%
		Total	254	96.21	5	0.75	5	0.75	264	100%

In item 1 of Table1 the respondents were asked to express the condition that whether the learners’ interest has been increased or not as the result of learning through their respective MTL. In response to this question both the majority of teacher and student respondents that is 48, (94.12%) teachers and 209 (98.12%) students agreed as the students’ interest has been increased as the result of learning through mother tongue language. In addition, the result of classroom observation also has shown that the students are very happy during the classroom instruction. From this we can say that the use of MTL as medium of instruction has positively influenced the students’ learning interest.



Item 2 of table 1 was about the progress of the students’ understanding ability as the result of learning through MTL. In response to this question all the respondent teachers 51(100%) and the majority of student respondents that is 205(96.24%) witnessed that the understanding ability of students has been improved when they learning through mother tongue language. Moreover, the results of FGD, interview and classroom observation has shown that the students were actively interacting in the classroom instruction. From this one can conclude that the students are benefited from learning through their respective MTL.

The target of item 3 of table 1 was to check the respondents’ perception regarding the importance of using MTL in increasing the students’ classroom interaction. With regard to this item all the teacher respondents that is 51, (100%) and the majority of the student respondents which is 202,(94.83%) agreed as the actual classroom interaction has been enhanced when the students are learning through their respective mother tongue language. In addition, the classroom observation; interview with cluster supervisors and school principals has been witnessed the reality. Based on this result one can say the use of MTL as medium of instruction in the 1st cycle primary schools of the study area has facilitated the students’ classroom interaction so that the students are actively participating in the classroom learning.

In item 4 of table 1 the respondents were asked whether or not the use of MTL as medium of instruction in 1st cycle primary schools has helped them enhanced the use of their mother tongue language outside the classroom or in their daily life social interactions. In response to this question the majority of respondents that is 48(94.12%) and 198(92.9%) of teacher and student respondents respectively agreed that the use of their respective mother tongue language as medium of instruction in 1st cycle primary schoolshas contributed for better use of their respective mother tongue language outside classroom or in their daily social life interactions. Whereas, among total respondents very few number which is 12(4.55%) have expressed their disagreement about the contribution of using MTL as medium of instruction in enhancing the use of the students’ mother tongue language outside the classroom.Based on the above evidence one can deduce that using MTL as medium of instruction in 1st cycle primary schools has its own positive impact on the development of mother tongue languages of the study area.

Raising the last item of table five was to check the improvement of the students’ academic performance as the result of learning through their mother tongue language. In reaction to this question almost all teacher respondents which are 50(98.04%) and the majority of student respondents that is 204(95.77%) responded as the students’ academic performance has been improved when they learn through their respective mother tongue languages.Therefore, it is possible to deduce that regardless of other factors the use of mother tongue language as medium of instruction in 1st cycle primary schools of the study area has contributed its own role in improving the students’ academic performance.

Table 2: Teachers’ and students’ interest to use their MTL as MOI:

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	The students are happier to go to school because it is easier for them to understand the lesson when they learn through MTL language.	Teachers	11	21.57	2	3.92	38	74.51	51	100%
		Students	203	95.30	4	1.88	6	2.82	213	100%
		Total	214	81.0	6	2.2	44	16.6	266	100%



				6		7		6	4	
2	MTL should continue as medium of instruction up to all level of education (from 1st cycle primary up to higher education)	Teacher s	51	100	0	0	0	0	51	100%
		Student s	206	96.71	2	0.94	5	2.35	213	100%
		Total	257	97.34	2	0.75	5	1.89	264	100%
3	MTL should remain as medium of instruction only at the 1st cycle primary (1-4) level.	Teacher s	11	21.57	2	3.92	38	74.51	51	100%
		Student s	86	40.37	5	2.35	12	57.27	213	100%
		Total	97	36.74	7	2.65	16	60.61	264	100%
4	When they learn in MTL, their parents assist them at home on their homework and study.	Teacher s	48	94.12	3	5.88	0	0	51	100%
		Student s	193	90.61	6	2.82	14	6.57	213	100%
		Total	241	91.28	9	3.41	14	5.30	264	100%
5	The student would like to learn all subjects in MTL if they get chance.	Teacher s	16	31.37	3	6.22	3	5.88	51	100%
		Student s	194	91.08	1	4.69	9	4.23	213	100%
		Total	210	79.55	4	15.91	12	4.55	264	100%
6	Your students' results would be better if they studied all the subjects through MTL.	Teacher s	43	84.31	1	1.96	7	13.73	51	100%
		Student s	194	91.08	6	2.82	13	6.10	213	100%
		Total	237	89.77	7	2.65	20	7.58	264	100%
7	The students have been faced difficulties in understanding and responding questions asked in MTL.	Teacher s	21	41.18	6	11.76	24	47.06	51	100%
		Student s	130	61.03	9	4.23	74	34.74	213	100%
		Total	151	57.25	15	5.68	98	37.12	264	100%
8	It is unsuccessful to use MTL as medium of instruction, since the students already know it.	Teacher s	8	15.68	4	7.84	39	76.47	51	100%
		Student s	100	46.95	1	6.10	10	46.95	213	100%
		Total	108	40.90	17	6.44	139	52.67	264	100%
9	Instruction should not be given in MTL because it is difficult for the students to understand the concepts.	Teacher s	11	21.57	1	1.96	39	76.47	51	100%
		Student s	106	49.76	6	2.82	10	47.42	213	100%
		Total	117	44.32	7	2.65	14	53.03	264	100%
10	Learning in MTL makes the students weak academically	Teacher s	16	31.37	5	9.81	30	58.82	51	100%
		Student s	105	49.30	7	3.28	10	47.42	213	100%
		Total	121	45.81	12	4.51	13	49.62	264	100%



				3	2	5	1		4	
11	Learning in other languages may give the students a better chance for job than learning in their mother tongue.	Teacher s	17	33.34	4	7.84	30	58.82	51	100%
		Student s	110	51.64	8	3.76	95	44.6	213	100%
		Total	127	48.11	12	4.54	125	47.35	264	100%
12	Learning in MTL makes the students feel self-confidence.	Teacher s	8	15.69	37	72.55	6	11.76	51	100%
		Student s	162	76.05	13	6.10	38	17.85	213	100%
		Total	170	64.40	50	18.94	44	16.67	264	100%
13	Learning in MTL may be weakened students' second language education.	Teacher s	15	29.41	6	11.76	30	58.82	51	100%
		Student s	110	51.64	8	3.76	95	44.6	213	100%
		Total	125	47.35	14	5.30	125	47.35	264	100%
14	The students feel inferiority when they learn in MTL.	Teacher s	19	37.25	3	5.88	29	56.86	51	100%
		Student s	106	49.76	10	4.69	97	45.91	213	100%
		Total	125	47.35	13	1.92	126	47.73	264	100%

In item 1 of table 2 the respondents of this research were requested to express their feeling whether or not using their mother language as medium of instruction made the students' learning easy and developed positive towards schooling. In response to this question the majority of teacher respondents that is 38(74.51%) disagreed on its positive contribution in contrast the majority of students which is 203(95.30%) agreed as the use of their respective mother tongue language caused positive influence on their easy learning attitude towards schooling in particular and education in general. When we see the result of FGD interview and classroom observation, it supports the students' response. Based on this we are in a better position to conclude that the use of MTL as medium of instruction in 1st cycle primary schools of the region under our consideration has made students' learning easy and positively influenced their attitude towards schools and schooling.

In item 2 of table 2 both respondent groups were asked their opinion whether their respective mother tongue language shall continue through all levels of education as medium of instruction. For this question all the teacher respondents 51(100%) and the majority of student respondents 206(96.71%) expressed their agreement that their MTL shall continue as medium of instruction up to secondary levels of education. In addition the result of FGD with PTA members has shown us that they have positive attitude towards the use of their respective mother tongue language as MOI and they are happy if it continues throughout all the levels. But in contrast some principal and cluster supervisor respondents during interview shown negative attitude. Therefore from this evidence we can say that the majority of teachers, students, parents and the society have positive attitude towards the use of their MTL as medium of instruction beyond 1st cycle primary levels.

Raising question in item 3 of table 2 was to check the respondents' attitude whether or not their mother tongue language shall only restricted to 1st cycle primary level as medium of instruction and the majority of both respondents that is 38(74.51%) and 122(57.27%) teacher and student



respondents respectively had shown their disagreement with the idea that their MTL should be restricted to only 1st cycle primary level as medium of instruction. But considerable number of the respondents from both group that is 11(21.57%) teacher and 86(40.37%) student respondents expressed their interest that it should be practiced only in 1st cycle primary levels. When we see the results of FGD with sample PTA members and interview results from school principals and cluster supervisors many of participants had shown positive interest towards that they are happy if their mother tongue language could continue throughout all levels of education as medium of instruction. Therefore it is possible to generalize that the society under this consideration are interested to teacher children in their MTL in all levels of education.

With item 4 of the table 2, the respondents were asked to respond to whether parents are better supporting their children's' education when they start to learn in the mother tongue language. In response to this 48(94.12%) teachers and [193(90.61%) student respondents agreed that parents of the students are assisting and guiding their children's learning as they know the language through which their children are learning. Similarly, the FGD participants of PTA members also replied during discussion as parents are supporting their children's learning as it is easy for them to understand the concepts and meanings when their children learn in their mother tongue languages. Based on the data obtained above evidences one can recognize that learning in mother tongue language gave chance for parents to support and supervise their children's learning.

In item 5 of table 2 the respondent teachers and students were asked whether or not the students would like to learn all subjects in their mother tongue language. In reaction to the question the majority of teachers 32(62.28%) responded that the students dislike learning all subjects in their MTL. Whereas the majority of student respondents 194(91.08%) responded as the like learning all subjects in their mother tongue language. When we see the reality of classroom observation and the general situation of the students the students are happy when they are learning all subjects in their respective MTL. From this we can conclude that the students are very happy and the like to learn all subjects in their MTL.

The objective of item 6 of table 2 was to check whether the students' would improve when they learned in their mother tongue language. In response to this, majority of 43(84.31%) teachers and [194(91.08%) students indicated as learning in mother tongue language had helped students to improve their academic results. Obviously this evidence entails that using mother tongue language had positively encouraged students to enhance their academic results.

In item 7 of table 2 the respondents were requested to respond whether or not the students faced difficulties in understanding and responding questions asked in MTL during classroom instruction. In response to this question the greater number of teacher respondents 24(47.06%) replied as there is no challenge on students to understand classroom questions but the majority of student respondents 130 (61.03%) disagreed with teachers' ideas showing that they faced challenges. When we see the results of classroom observations it supports teachers' ideas. That is to mean that the majority of students were actively answering the questions which classroom teachers ask in their MTL. From this and general conditions which we observed we can conclude that the majority of students did not face challenges in understanding questions and concepts asked and presented in the classroom through their respective mother tongue language.

With item 8 of table 2, the respondents were asked to show their agreement or disagreement for the statement 'It is unsuccessful to use MTL as medium of instruction, since the students already know it'. In response to this question the majority of teacher respondents 39(76.47%) and 100 (46.95%) which less than half of the student respondents disagreed but 100 (46.95%) agreed say



that the students' MTL should not be used as MOI as the students already know it. Based on the responses obtained above it is possible to conclude that the use of the three mother tongue languages (Berta, Borna&Se-Gumuz) as medium of instruction is accepted by the study population.

The objective of item 9 of table 2 was to check whether the respondents agree or disagree with the idea 'instruction should not be given in MTL because it is difficult for the students to understand the concepts'. For this statement the majority of teacher respondents 39(76.47%) and significant number of student respondents 101(47.42%) disagreed showing that their respective MTL should be used as MOI. Whereas almost near to half of student respondents 106(49.76%) agreed with the above statement saying that it should not be used as it is difficult for them to understand different concept when they learn their lesson in their respective MTL. Therefore, the greater number of students who are the main users opposed the statement; we can say that the students are facing challenges in understanding different concepts when they learn through their respective MTL.

As depicted in item 10 of table 2, the respondents were asked to respond whether or not teacher learning in MTL makes the students weak academically. In response to this question greater number of teacher respondents 30(58.82%) and significant number of student respondents 101 (47.42%) responded by saying that using MTL does not make the students to be weak academically. But almost half of student respondents 105(49.30%) and considerable number of teacher respondents 16(31.37%) agreed that MTL should not be used as medium of instruction as challenges students to understand different concepts. As the data shown as in total greater number of respondents witnessed that the students are not facing challenges in understanding different academic concept when they learn through their MTL. Therefore it is possible to generalize that using the mother tongue languages of the study area as medium of instruction does not create high challenge for students to understand the contents they are learning.

With regard to item 11 of table 2 the respondents were asked to express their views whether or not learning in other languages gives chance for students to get better job opportunity in their future life than learning in their mother tongue language. In response to this the greater of teacher respondents 30 (58.82%) and significant number of student respondents 95(44.60%) replied as learning in other languages than in MTL has no effect on the future job opportunity of students. Whereas the greater number of student respondents 110 (51.64%) responded by showing their fear that learning in mother tongue languages will affect the students' future job opportunity. Based on the above evidence obtained we can conclude that still there is fear on the society that learning in mother tongue language will affect the job opportunity of graduates. Here we can see that the implicitly preferring learning in other languages like Amharic due to the fear that it will help graduates to get better job opportunity.

In item 12 of table 2 the respondents were asked whether or not learning in their respective MTL made students self-confident. In reaction to this item the majority of teachers 37(72.55%) could not either agree or disagree but the majority of students 162(76.0%) agreed that learning in their mother tongue language helped them to develop self-confidence. When we see the responses of interview and focus group discussion, it supports the students' view. In addition classroom observation result also shows that in the classroom interaction the students were happy and confident in doing and talking in their mother tongue language. Therefore it is possible to conclude that learning in their mother tongue language has contributed to develop self-confidence on learners under this consideration.

In item 13 of table 2 the respondents were requested to agree or disagree to the statement 'learning in MTL may be weakened students' second language education'. In response to this item the more



than half of teacher respondents 30(58.82%) disagreed but the greater number of student respondents 110(51.64%) agreed showing fear that learning in MTL will affect their second language ability. From this we can say that still there is confusion as learning in MTL affects the students' ability to learn in other language. In the last item of the same table the respondents were asked to reply that whether or not students feel inferiority when they learn in their mother tongue language. With regard to this question, the high number of teacher respondents 29(56.86%) and considerable number of student respondents 97(45.95%) witnessed as it has no effect on students' feeling but almost half 106(49.76%) students respondents expressed their opinion as it will develop inferiority feeling on students. From this data we say that in some extent students are experiencing inferiority feeling when the learning in their MTL.

Table 3: Respondents' Motivation towards using MTL as MOI

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	When students have a problem of understanding something while you teach them in MTL, they would immediately ask you for help.	Teachers	45	88.24	4	7.84	2	3.92	51	100
		Students	213	100	0	0	0	0	213	100
		Total	258	97.72	4	1.52	2	0.75	264	100
2	When you are teaching in MTL, your students are highly interested to answer all the questions.	Teachers	37	72.55	6	11.76	8	15.69	51	100
		Students	130	61.04	10	4.69	73	34.27	213	100
		Total	167	63.24	16	6.07	81	30.69	264	100
3	They could put only few effort to do homework and assignment activities given in MTL	Teachers	48	94.12	1	1.96	2	3.92	51	100
		Students	199	93.44	7	3.28	7	3.28	213	100
		Total	247	93.56	8	3.04	9	3.4	264	100
4	When you are teaching in MTL, your students are highly interested to answer all the questions.	Teachers	48	94.12	1	1.96	2	3.92	51	100
		Students	167	78.4	23	10.8	23	10.8	213	100
		Total	215	81.44	24	9.09	25	9.47	264	100
5	Your students are answering only the easier questions when you are teaching in MTL.	Teachers	22	43.14	5	9.80	24	47.06	51	100
		Students	75	35.21	6	2.82	132	61.97	213	100
		Total	97	36.74	11	4.17	156	59.09	264	100
6	During lessons, your students are practicing everything using MTL.	Teachers	49	96.08	0	0	2	3.92	51	100
		Students	187	87.79	8	3.76	18	8.45	213	100
		Total	236	89.39	8	3.03	20	7.58	264	100



7	When the lesson is in MTL, students do other activities.	Teachers	17	33.34	3	5.88	31	60.78	51	100	
		Students	102	47.89	9	4.22	102	47.89	21	3	100
		Total	119	45.08	12	4.55	133	50.37	26	4	100
8	Outside of the classroom, students are interested in using MTL to interact with their peers.	Teachers	41	80.39	7	13.73	3	5.88	51	100	
		Students	174	81.69	11	5.16	28	13.15	21	3	100
		Total	215	81.44	18	6.81	31	11.75	26	4	100
9	Mostly you use other languages outside the class to interact with your students.	Teachers	14	27.45	2	3.92	35	68.63	51	100	
		Students	38	17.84	13	6.1	162	76.06	21	3	100
		Total	197	74.62	15	5.69	52	19.69	26	4	100

On the above item 1 of table 3, teachers and students were asked students have a problem of understanding something while they learn in MTL and they would immediately ask their teachers for help. Accordingly, same responses were indicated. For this, majority of the teachers 45(88.24%) responded agree. For the same item, all 213(100%) students responded agree; that means during teaching- learning process if they failure something to understand they have motivation to ask immediately for more clarifications. On the other hand 4(7.84%) teachers responded undecided and the rest 2(3.92%) teachers responded disagree about students' learning motivation to ask immediate help on unclear issues of the lessons and a(50%) of principals agree. From these same responses, one can conclude that students have motivation and they are eager to learn through with MTL.

Response in Item 2 of Table 3 revealed that 37(72.55%) teachers responded agree as their students were highly interested to answer all questions. However; 8(15.69) teachers disagreed. For the same question 130(61.04%) of students responded agree and 73(34.27%) disagreed. This shows that the majority teachers and students supported students who learn in their MTL have well participation to react on the questions raised during teaching learning process.

In the same table, item 3, both teachers and students asked on the level of effort that students exert to do home works and assignment activities. A person who has high level of language fluency can do any activity with little effort. A student who learns with his or her first language has this opportunity. Students who learn through their MTL have all natural language skill fluencies including right level of accuracy, rate, prosody/expression ability etc. Most of the time language related barriers such as speaking and reading in awkwardly manner and stumble way of speaking are second language learners' problems. 48(94.12%) teacher and 199(93.3%) student respondents agreed that students can do home works and assignment activities with few efforts or easily. Based on this result one can conclude that if students learn with their own MTL; their performance would increase. Better performance by its turn also leads to motivating for further achievement. However, this result seems contradicted in some extent with the classroom observations. Classroom observers assured that students have good fluency in oral language, but majority of students have low fluency in reading and writing skills.



In item 5 of table three 24(47.06%) teachers disagreed and 22(43.14) teachers agreed; for the question which says students answer only easier questions during teaching learning in MTL classes. For the same item 132(61.97%) students responded disagree and 75(35.21%) students agreed. But the classroom observations witnessed that most of the time students were asked only literal questions than inferential level of questions. This indicates that still majority of teachers and students believed that students were well motivated to answer not only easier questions; but also difficult and complicated tasks. However; it seems contradicted with classroom observation results.

On the same table, item 6, 49(96.08%) teachers responded agree that students were practicing everything using MTL. 2(3.92%) teachers however remain disagreed. 187(87.79%) students assured as they used only their MTL during practicing everything. Only 18(8.45%) students disagreed on this issue. This revealed that students had good motivation to use their MTL during teaching learning processes as well as practicing different academic activities. The classroom observations data supported this finding.

In item 7 of table three, 31(60.78 %) teachers responded disagree for the question which says that their students did other activities while they were teaching. 102(47.89%) student respondents also witnessed by responding disagree for the same item. However; still others 17(33.34%) teachers and 102(47.89%) students responded agree. Almost nearly; majority of teachers and students (50.37%) assured that students did not do other activities during teaching learning process. This indicates that Students were motivated to learn with their MTL.

In item 8 of table three, teachers and students were asked to rate whether students were interested in using MTL to interact with their peers outside of the classroom or not. Accordingly similar responses were indicated that is the majority of teachers 41(80.39%) and 174(81.69%) students responded agree. From both teachers and students group together 18(6.81) participants remain undecided. This shows that students have motivation to use their respective MTL for the purpose of outside classroom social interaction; beyond the classroom academic purpose. On the same table in item 9, both teachers and students respondents were asked whether other languages other than MTLs used for outside the classroom interaction among teachers and students or not. Majority of teachers 35(68.63%) and 162(76.06%) students responded disagree. However; from both teachers and students respondents together 52(19.69) agreed. This revealed that both teachers and students used MTLs not only for classroom academic purpose; but also they use for outside social interaction purpose.

Table 4: Opportunities of using Mother Tongue Language as Medium of Instruction

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	MTL should be preferred as MOI, because students can easily understand most concepts in MTL.	Teachers	50	98.04	0	0	1	1.96	51	100
		Students	213	100	0	0	0	0	213	100
		Total	263	99.62	0	0	1	0.38	264	100
2	MTL should be preferred as MOI, because it Promotes students' classroom interaction.	Teachers	45	88.24	4	7.84	2	3.92	51	100
		Students	185	86.85	6	2.82	22	10.33	213	100
		Total	230	87.12	10	3.78	24	9.10	264	100



3	MTL should be preferred as MOI, because it gives chance for parents to support their children at home.	Teachers	44	86.28	3	5.88	4	7.84	51	100
		Students	188	88.26	5	2.35	20	9.39	213	100
		Total	232	87.87	8	3.03	24	9.10	264	100
4	MTL should be preferred as MOI, because school community interaction is increased.	Teachers	43	84.32	5	9.80	3	5.88	51	100
		Students	184	86.38	6	2.82	23	10.80	213	100
		Total	227	85.8	11	4.17	26	9.85	264	100
5	MTL should be preferred as MOI, because students' enrollment rate is increased.	Teachers	44	86.28	5	9.80	3	5.88	51	100
		Students	186	87.32	6	2.82	21	9.86	213	100
		Total	230	87.12	11	4.17	24	9.10	264	100
6	MTL should be preferred as MOI, because students' dropout rate is decreased.	Teachers	43	84.32	2	3.92	6	11.76	51	100
		Students	205	96.24	1	0.47	7	3.29	213	100
		Total	248	93.94	3	1.14	13	4.92	264	100
7	MTL should be preferred as MOI, because students' academic achievement shows progress.	Teachers	51	100	0	0	0	0	51	100
		Students	187	87.79	6	2.82	20	9.39	213	100
		Total	238	90.15	6	2.27	20	7.58	264	100

According to the data in Table four that focus on the opportunities of MTL as a MOI, the response of both the teachers and the students to the leading question “MTL should be preferred as a MOI because of ...” was analyze here under.

All most all the respondents 263(99.62%) agreed that MTL should be preferred as a MOI because the students can easily understand the concept when MTL is used as MOI. This agrees with the idea of school principals and PTAs' obtained during our interview and FGD said that learning through their mother tongue language in which they are adequately proficient would help the children to understand the difficult concepts in their subjects.

Besides, for items 2 and 4, of table four similar responses were given by the respondents where majority 230(87.12%) of them agreed that MTL should be used as MOI since it promotes students classroom interaction and students' school enrollment rate, while only few, 24(9.10%) of the total respondents were disagreed on the idea MTL should be preferred as MOI to promote students classroom interaction school enrollment. In addition, the replay of 232(87.87%) respondents for item 3 of table four revealed that MTL should be preferred as MOI because it gives chance for parents to support their children at home and this fact was raised by PTA members during our FGD. Whereas, a few, 3.03% and 9.10% of the total respondents were respectively undecided and disagree on the fact that whether or not using MTL as a MOI give chance for parents to support their children at home. Concerning the role of MTL in school community interaction raised in item 4, of table five 43(84.32%) of teachers and 184(86.38%) of the students were agreed that if MTL is preferred as MOI, it can promote school community relationship. But, of the total respondents, a few (4.17%) and (9.85%) were respectively undecided and disagreed on the role of MTL in promoting the school community relationship.



Moreover, with reference to students dropout rate stated under item 6 of table four, majority 248(93.94%) of the respondents’ repose revealed that MTL should be preferred as a MOI since it can decline students’ dropout rate. The remaining 4.92% of the respondents were disagreed on preferring MTL as a MOI. Lastly, for the item 7of four, all (100%) of teacher respondents and majority 187(87.79%) of the students were agreed that MTL should be preferred as MOI since the academic achievement of the students showed progress. Whereas, a few 6(2.82%) and 20(9.39%) of the students were respectively undecided and disagree on use of MTL as MOI in relation to students’ academic progress. Based on the responses of obtained in items 1-7 of table four it is possible to conclude that MTL should be used as MOI, because it helps students to easily understand most concepts; Promotes students’ classroom interaction; gives chance for parents to support their children at home enhances school community interaction; increases students’ enrollment rate reduces students’ dropout rate and enhances students’ academic achievement.

Table 5: Challenges of using Mother Tongue Language as Medium of Instruction

No	Items	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			N	%	N	%	N	%	N	%
1	MTL should not be preferred as MOI, because of parents’ negative attitudes toward learning through MTL.	Teachers	24	47.06	3	5.88	24	47.06	51	100
		Students	84	39.44	6	2.82	123	57.74	213	100
		Total	108	40.91	9	3.41	147	55.68	264	100
2	MTL should not be preferred as MOI, because of lack of professional support for teachers teaching in MTL.	Teachers	30	58.82	5	9.80	16	31.38	51	100
		Students	105	49.30	12	5.63	96	45.07	213	100
		Total	135	51.14	17	6.44	112	42.42	264	100
3	MTL should not be preferred as MOI, because of lack of students’ interest and motivation to learn in it.	Teachers	27	52.94	4	7.84	20	39.22	51	100
		Students	88	41.31	10	4.70	115	53.99	213	100
		Total	115	43.56	14	5.30	135	51.14	264	100
4	MTL should not be preferred as MOI, because of shortage of Reference materials prepared or translated into MTL.	Teachers	30	58.82	4	7.84	17	33.34	51	100
		Students	99	46.48	8	3.76	106	49.76	213	100
		Total	129	48.86	12	4.55	123	46.59	264	100
5	MTL should not be preferred as MOI, because of influence of other languages like Amharic and English.	Teachers	24	47.06	2	3.92	25	49.02	51	100
		Students	105	49.3	9	4.22	99	46.48	213	100
		Total	129	48.86	11	4.17	124	46.97	264	100
6	MTL should not be preferred as MOI, because of difficulty in understanding the subject matter in MTL.	Teachers	21	49.18	3	5.88	27	52.94	51	100
		Students	83	38.97	11	5.16	119	55.87	213	100
		Total	104	39.40	14	5.30	146	55.30	264	
7	MTL should not be preferred as MOI, because of lack of trained MTL teachers.	Teachers	33	64.71	6	11.76	12	23.33	51	100
		Students	115	53.99	4	1.88	94	44.13	213	100
		Total	148	56.06	10	3.88	106	40.15	264	100



Regarding the data in Table five, which is about challenges of using MTL as a MOI, the response of both the teachers and the students to the leading question “MTL should not be preferred as a MOI because of ...” was analyzed here under.

When almost half (47.06%) of the teachers questioned were agreed that MTL should not be preferred as MOI due to parents’ negative attitude towards learning through MTL, the remaining 47.06% of teachers disagreed on the influence of parents’ negative attitude towards the use of MTL as MOI. On the other hand, majority (57.74%) of students disagreed on the influence of parents’ negative attitude towards learning through MTL, while 39.44% of the students agreed. Moreover, school principal’s interview result revealed that parents, particularly educated parents, were strongly refused to send their children to learn through MTL because they still attached great value to Amharic as a medium of instruction. Based on the above response one can conclude that the majority of society and parents have positive attitude towards the use of the respective MTL as medium of instruction.

Furthermore, for items 2 and 4 of table five similar responses were given by the teachers and majority (58.82%) of them agreed that MTL should not be used as MOI because they didn’t get any professional support and because of shortage of reference materials prepared in or translated to MTL, while 31.38% and 33.34% of teachers were respectively disagreed on the ideas MTL should not be preferred as MOI due to the two reasons mentioned before. In addition to this all the principals interviewed reported that MTL teachers were not supported by the concerned professionals and shortage of reference materials in the respective MTL were the other challenge for MTL teachers. Whereas, 49.30% and 45.07% students were respectively agreed and disagreed on item 2 and 46.48% and 49.76% of the students were respectively agreed and disagreed on item 4. Therefore we can generalize that teachers and schools under consideration were not getting necessary professional support and supportive materials which will help them to effectively practice MTL as medium of instruction

Likewise, 52.94% of the teachers reported that they agreed on the fact that MTL should not be preferred as MOI because of students’ interest and motivation to learn through MTL, while 53.99% of the students disagreed on this fact. During our classroom observation we checked that majority of the students were interested to learn in their respective MTL. On the other hand, when 41.31% of the students were agreed that MTL should not be preferred as MOI because of lack of students’ interest and motivation to learn through MTL, 31.38% of teachers disagree. Based on the obtained data above one can deduce that the students’ motivation is not challenge for practicing MTL as medium of instruction.

In addition, regarding the influence of other languages, near half (48.86%) of the whole respondents agreed that MTL should not be preferred as MOI because of the influence of other languages, like Amharic and English, while 46.97% of the respondents disagreed on the fact. From this it is possible see that other languages have negative impact to some extent in practicing MTL as medium of instruction. In relation to language difficulty to understand despondences on item 6 of table six, 55.30% of total respondents were disagreed with the idea MTL should not be preferred as MOI due to difficulty in understanding the subject matter in MTL, while 39.40% of the whole respondents agreed. This shows that the students had not faced challenges in understanding the contents of the lesson when they use their MTL as medium of instruction.

Finally, majority (64.71%) of teachers and 53.99% of the students were agreed that MTL should not be preferred as MOI because of lack of trained man power in the area of MTL, while 23.33% teachers and 44.13% of students were respectively disagreed. During our classroom observation



we also realized that majority of the MTL teachers were not specialized in the area. Here one can generalize that shortage of trained man power is one of the major challenges which the schools under the study area have faced.

MAJOR FINDINGS

1. Regarding the contribution of learning in MTL for better classroom interaction

- ❖ The use of MTL as medium of instruction has positively influenced the students' learning interest and it has facilitated students' classroom interaction and has positive impact on the development of mother tongue languages.
- ❖ Regardless of other factors, the use of mother tongue language as medium of instruction in 1st cycle primary schools of the study area has contributed its own role in improving the students' academic performance.

2. In relation to assessing the interest of teachers, students, parents and society to use their MTL as MOI:

- ☞ The use of MTL as medium of instruction in 1st cycle primary schools of the Region under our consideration has made students' learning easy and positively influenced their attitude towards schools and schooling
- ☞ The majority of teachers, students, parents and the society at large have positive attitude towards the use of their MTL as MOI beyond 1st cycle primary levels and parents are allowing their children to learn all subjects in their MTL in all levels of education since it gave them a chance to support and supervise their children's learning.
- ☞ Majority of the students are very happy and like to learn all subjects in their MTL since it enhances their academic results and they did not face challenges in understanding questions and concepts asked and presented in the classroom through their respective MTL.
- ☞ To some extent there is fear on the parents that learning in MTL will affect the job opportunity of graduates because of this some parents particularly educated parts of the society prefer to send their children to classes that use Amharic as MOI

3. Regarding to motivation of teachers, students and parents towards the use of MTL as medium of instruction:

- ✚ The majority of teachers and students are respectively well motivated to teach and learn in their respective mother tongue language.
- ✚ Furthermore, the students had also good motivation to use their MTL in the classroom during teaching learning processes and outside the classroom for nonacademic activities.

4. Concerning the opportunities gained as result of using MTL as MOI, the research result has shown the following findings:

- ❖ Using MTL as MOI helped students to exercise the right of learning through their on MTL that is clearly stated in the current education policy of FDRE.
- ❖ As many MTL teachers are from the same language and culture of their students and are native speakers of the language of medium of instruction, they are in a better position to understand, read, write and teach the concepts and contents of the lesson through their respective MTL
- ❖ When the students are learning in their own MTL they easily understood the subject matters without translation and it allowed parents to support and check their children are learning properly.
- ❖ It preserved the cultural values of the society, helped the students to learn their lessons in other languages easily and it enhances social development of the community.

5. Related to challenges faced in practicing MTL as medium of instruction the result of data interpretation has indicated the following major findings:



- ☞ In some extent, there is a negative attitude in some parts of the society towards the benefits of learning in MTL due to lack of awareness and ownership about the language.
- ☞ Shortage of qualified teachers graduated in MTL and those who are graduated in MTL lacks subject matter knowledge.
- ☞ There is shortage of teaching learning materials including dictionary prepared in or translated to MTL.
- ☞ Students can listen and speak but can't read and write through their own MTL since some MTL teachers:
 - ✓ Are not proficient in their respective MTL,
 - ✓ Have low interest and motivation to teach in MTL
 - ✓ Not familiar with the culture of the society since appropriate candidates are not selected for pre-service training.
- ☞ Those who are considered as better educated part of the society and some political elites are not voluntary to allow their children to learn in their mother tongue language.
- ☞ Those teachers who trained their college diploma in other medium of instruction are not interested to teach in their respective MTL because there is no chance of upgrading in this line and they are forced to take COC with other fields in which they are not teaching currently.

CONCLUSIONS

Based on the above findings of the research, it is possible to conclude:

- ☑ Using MTL as MOI has contributed for better classroom interaction
- ☑ The interest of teachers, students, parents and society at large to use their MTL as MOI was positive.
- ☑ Regarding to motivation of teachers, students, parents and society towards the use of MTL as medium of instruction, it is possible to conclude that using MTL as medium of instruction has contributed in enhancing students' motivation for learning
- ☑ As the result of using MTL as medium of instruction, the society under consideration has gained social, cultural and pedagogical opportunities.
- ☑ Despite of several opportunities gained as the result of using MTL as medium of instruction there were also challenges faced in practice.

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ROLE ON ACADEMIC ANXIETY IN RELATION TO MENTAL HEALTH OF ADOLESCENTS

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ABSTRACT

Anxiety amongst adolescent boys and girls is very common and natural. Be it about self, career, academics or any other issue, the youths undergo feelings of anxiety at some phase of their lives. Academic anxiety is a kind of anxiety which relates to the impending danger from the environments of the academic institutions including teacher and certain subjects like mathematics, science, English etc. it is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Home is very important for adolescents. All the intellectual, moral, physical, social, emotional and educational needs are fulfilled at home. It is pervasive, and unpleasant, causing physical symptoms such as sweating, palpitation, chest muscle spasm, gastrointestinal diseases and agitation, which are created as a response to internal and external stimulation and it tends toward cognitive, emotional, physical and behavioral symptoms. Although anxiety is not so serious, people experience it everywhere and constantly within all cultures. But the educational system is worried about students' anxiety which can be intolerable for some. Academic anxiety during education is the most important kind of anxiety in teen years. It threatens student psychological health and affects their efficiency, aptitude, personality formation and social identity. Academic anxiety is a general expression which refers to a social phobia or social anxiety in which the person falters in their function and cannot confront situations assessing themselves, such as examinations. This anxiety is functional and different studies show that 10%-30% of students are involved.

Keywords: Academic Anxiety, Adolescents and Mental Health

INTRODUCTION

Today's generation of adolescents is litterly bogged down with the pressure to demonstrate scholastic achievements and accomplishment. The competition for excellence is become fiercer and fiercer. It is but obvious that they have to experience anxiety in varied forms, and academic anxiety is one such form which manifests itself more prominently during this phase of life.

Present age is the age of competition. Scientific and technological advancement all over the globe has been made man very conscious and sensitive about his studies, vocation, life style, relations etc. This immense progress has given rise to certain problems. One of the major problems of today's world is "Anxiety". Every person has a unique nature as regard to capabilities, attitude, personality characteristics and interests. The adolescents have a major impact of anxiety due to bloodshed competition in every field. The parents and teachers are eager to know the various factors, which enhance the



anxiety among the students. Academic achievement expectations have created so much fear among the students that they are not able to utilize their basic potential. They are to only concentrate on their academic performance. Every child is not able to get first division as the level of mental health is not same in every child. Academic anxiety is a common issue that students cannot ignore if they want to succeed in school.

These children are not only vexed with anxiety associated with their school and educational environment, the psycho-social conflicts such as those arising from home, family environment and their personal interactions which are common at this stage of their life due to transition from safe and protected childhood to independent and self-reliant adulthood, further confound their problems. If left untreated, such problems may only aggravate and distort their perception towards themselves as well as towards the society.

Mental Health means health of mind. It means harmonious functioning of the whole personality and measure of a person's ability to shape his environment and to adjust to life with a reasonable amount of success efficiency and happiness. Mentally healthy persons are generally good workers, good friends & good citizens. A healthy mind maintains an even temper, an alert intelligence, socially considerable behavior & a happy disposition. The word MENTAL usually implies something more than pure cerebral functioning of a person. It also stands of his emotional effective starts, the relationship he establishes in his socio-cultural context. Similarly, HEALTH refers to more than physical health. Many people, when they hear of the term mental health think of absence of mental illness. When we speak of happiness, peace of mind and enjoyment of satisfaction, we are usually talking about mental health. It has to do with everybody's everyday life. It means overall ways in which people gets along with their peers in their community.

SIGNIFICANCE OF THE STUDY

21st century can be indicated as the century of competition. Everywhere there is a race, a competition. With the huge development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition rapidly increased among the students. Curriculum and co-curricular offerings have tremendously expanded, gripping the students in the adjustment problems. Feeling the insecurity, conflicts within themselves, bad company and low achievement creates emotional tensions and anxiety among the students. They are unable to face the changing trends in the society, the students are taking to drug addiction and even the suicidal note is increasing. To survive in this competitive and complicated world, Good Mental Health is required to all to cope up with all such adjustment problems and anxious atmosphere but school students have been found to have high prevalence of mental health problems. In recent years, issues related to mental health are often propaganda in mass media not only in a country and even around the world. Mental health is a way of thinking, feeling and behaviour in a person's daily lives. A Person with a healthy mental health can recognize himself on the ability, willing to accept failure, able to control his/her emotions and appreciate him / her. Mental health may



deteriorate and its negative effects will affect the daily lives without treatment. Poor mental health leads to stress, anxiety and poor performance in the scholastic skills.

Mental Health is a deliberating factor which impact on students' Academic Anxiety. These factors necessitate a moral formal, systematic and intensive process of carrying on the methods of analysis. A systematic structure of investigation must be involved to improve the performance of students in different shapes to introduce an atmosphere conducive to intellectuals and to minimize the anxiety of students because a manageable level of Academic Anxiety is actually a good thing. Moderate Academic Anxiety provides the motivation students require to exert effort completing assigned schoolwork and preparing to take examinations. Academic Anxiety only becomes a problem that needs a solution when the amount experienced grows so excessive that a student is no longer able to function. There was a need of empirical study in this field. It was in this context that present venture was planned and executed. Present study is a humble effort to answer the query i.e. why students feel anxiety and is this academic anxiety is related to their mental health.

Mental health, in its broadest sense, has been accepted to mean the measure of a person's ability to shape his environment, to adjust in life as he faces it, and to do so with a reasonable amount of satisfaction, success, efficiency and happiness. For adolescents, the school experiences may either promote or retard the process of maturity and may leave long lasting impressions even on their entire life. There is ample research to support the view that personality disorders can be traced back to adolescent's emotional and disruptive behaviour disorders. Therefore, promoting better mental health among adolescents is the first step towards producing mentally, physically, socially and emotionally sound future citizens of the country.

OBJECTIVES OF THE STUDY

1. To study the relationship between Academic anxiety and Mental Health of adolescent.
2. To understand on the basis of the results of this study for regulating the academic anxiety, for helping the adolescents in solving their problems, and for promoting the mental health problems among them.

DIMENSIONS OF MENTAL HEALTH PROBLEMS

The prevalence and pattern of mental and behavioral disorders show a change during adolescence. The mental health need of this population group is distinct from both children and adults. Nearly 50% of adult psychiatric disorders begin before the age of 14 years.[3] Preexisting psychiatric disorders during childhood may act as predisposing or precipitating factor for mental illness during the adolescent period. These impairing psychiatric disorders emerge in approximately 20% of the adolescent population.



FACTORS AFFECTING THE PSYCHOLOGICAL HEALTH OF INDIAN ADOLESCENTS

There is a complex bio psychosocial framework of risk factors operating in the lives of adolescents which include self, home, school, peer group, and neighborhood which may be associated with the mental health disorder. Risk factors include all variables that increase the probability that a given child or adolescent will develop psychopathology while protective factors decrease the risk of developing psychopathology. Rarely, a single-risk-factor accounts for the emergence and inhibition of a psychiatric disorder. There is a significant effect of the following factors on the mental health of adolescents: recent socio cultural changes, poor social support, the breakdown of extended and joint families, the ambiguity of societal values, and increasing gap between aspirations and possible achievements, substance abuse, etc.

Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus. Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life. Usually anxiety is a response to outside forces, but it is possible that we make ourselves anxious with "negative self-talk" - a habit of always telling ourselves the worst will happen. People with anxiety present a variety of physical symptoms in addition to non-physical symptoms that characterize the disorders such as excessive, unrealistic worrying. Many of these symptoms are similar to those exhibited by a person suffering general illness, heart attack, or stroke, and this tends to further increase anxiety.

Anxiety is not a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. Without any anxiety, however, most of us would lack the motivation to study for exams, write papers, or do daily homework. Youth today are living in an increasingly anxiety ridden atmosphere. They live in a world where nothing seems to be guaranteed with certainty and at the same time they are expected to perform at every front, the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot many things especially at creating an identity for themselves. Once out of elementary school, they find their teachers, parents, and peers putting a new emphasis on deadlines, academics and mastery of large amounts of information. 'Academic Anxiety' is a common issue that students cannot ignore if they want to succeed in school. It often leads to problems concentrating while studying and remembering information while completing tests.

The children of this age need a healthy environment at home. A "Healthy" home involves a sound emotional environment. Effective communication among family members, the willingness to compromise, and strong conflict-resolution skills can help foster an environment of mental well-being for everyone. Stress-management skills, including simple relaxation exercises, can be learnt and practiced by everyone. Those with children at home know that achieving healthy parent-child relationships is crucial for a healthy home environment. Healthy parenting skills can also be learnt and



practiced to reduce stress in the home for both parents and children. When these are present, children feel free to express themselves and explore their physical, intellectual and social environments. When these are absent, the child's ability to grow physically, mentally and emotionally is stifled. When a family has a stable home environment, it brings in love, joy, happiness, security and a real family style that spouses and children both can enjoy. If we keep our surroundings peaceful, happy and everyone has an even temperament, a family can survive any situation. When there is chaos in the home environment, everyone tends to lead a life of stress and anxiety. Parents, who are strong and keep an even temperament in their homes, will have healthy and well-rounded children. They will be able to face the anxieties and stresses in their lives and keep their lives on an even keel, as they have been taught as children. A stable home life is important to eliminate the lack of self-esteem, self-confidence, insecurities, fear, depression, mental problems, etc. in our children.

Personal evaluation or threat leads to decrements in the performance of high test-anxious students, whereas reassurance facilitates their performance. Achievement oriented instructions impair the performance of high test-anxious subjects but seem to have a salutary effect on low test anxious subjects, a successful model facilitates the performance of high test-anxious subjects.

CONCLUSION

It is concluded that academic anxiety affects the mental health of adolescents and if not taken care of properly, may result in disorder. So, teachers and parents should bestow the quality time to adolescents to gain a better mental health, Responsibility of Parents to provide better home environment for their children so that their anxiety level can be reduced. Parents should not expect so much from their children so that they don't get anxious and their mental health improved. The preservation and promotion of mental health in the young population have conventionally been viewed as an individual or family responsibility; however, it is important to emphasize it at a much broader level. There is a need to promote the concept of positive health with public health approaches including expansion of the community services for mental disorders. There is an urgent need to explore newer models of service delivery apart from standard models of hospital-based care. The newer service delivery models should incorporate cross-cultural, multilingual, and multiregional requirements. A positive step in this direction could be the formulation of mental health policy specifically for the younger population to provide a developmental framework to enhance adolescent mental health.

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INTERNET ADDICTION AS A CORRELATE OF PSYCHOLOGICAL WELL-BEING AMONG SCHOOL STUDENTS

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ABSTRACT

The present study was conducted with the aim to examine the relationship between Internet addiction and Psychological well-being among school students. For this 100 school student's age ranged 16-18 years, from Agra city of Uttar Pradesh were selected through random sampling technique. Internet Addiction Test (IAT) developed by Young (1998) and Ryff's Psychological Well-being Scale by Ryff and Singer (1998) were used for data collection. Data were subjected to product moment correlation to find out the relationship between Internet addiction and Psychological well-being (dimension-wise and total). Results of the study revealed a significant negative correlation between Internet addiction and Psychological well-being (dimension-wise and total) among school students.

Keywords: Internet Addiction, Psychological Well-being, School students

Introduction

Adolescence is a very critical and important phase associated with physiological, psychological, cognitive and socio-emotional changes. During this stage, outside influences are particularly capable of affecting adolescents' thoughts and behaviors. One influence that has proven to have a considerable effect on teenagers is the media. The most popular form of media that adolescents use is the Internet.

The Internet as a global village has become an important information and entertainment source for adolescents (Chou and Peng, 2007). Internet has been effective tool in eliminating human geographical limitation and it is globally applied by all lifestyles because of attractive and unique characteristics in interpersonal communications and everyday life. However, while the Internet has become a major information and communication medium for the students, the number of unhealthy or excessive Internet users among them has also grown remarkably (Zhu & Wu, 2004; Li, et al., 2009). The excessive Internet use can be associated with Internet Addiction that causes problems in psychological and social lives of individuals as well as difficulties at school and work (Kim, LaRose, & Peng, 2009; Morahan-Martin & Schumacher 2000; Beard & Wolf, 2001). Internet addiction means the over use of Internet to such extent that our everyday life collapses. At the end it leads to complete breakdown of our personal and social relationship, work and sleep routine as well as our mood and thinking capability. In other words we can say that the over use of Internet creates disturbances in our life.

The concept of internet addiction was first coined by Goldberg (1996) and by following DSM IV addiction criteria it was defined as "very strong desire or urge for using the



internet” (Aboujaoude, et al., 2006; Block, 2008; Korkeila, et al., 2009). Goldberg understood the condition as an analogue to substance dependence, as based on criteria in the Diagnostic and Statistical Manual for Mental Disorders (DSM-IV; American Psychiatric Association, 1994). Based on this, the individual had to experience a minimum of three of the following symptoms over the period of twelve months: tolerance, withdrawal, lack of control, relapse, large amounts of time spent online, negative consequences, and continuation of use irrespective of problem awareness (Goldberg, 1996). Kimberly Young presented the first empirical research on Internet addiction in 1996 at the American Psychological Association's annual conference in her paper titled "Internet Addiction: The Emergence of a New Disorder." According to her, Internet addiction (IA) is any online-related, compulsive behaviour which interferes with normal living and causes severe stress on family, friends, loved ones, and one's work environment.

Young (1996) defined internet addiction as an impulse-control disorder like pathological disorders that does not involve an intoxicant. Despite these inconsistencies, most researchers believe that the definition can be explained by online behaviors such as excessive use to certain applications online, unregulated/pathological/problematic hours online (Frangos, et al., 2011). Young (1998) has proposed criteria patterned after the DSM-IV-TR criteria for pathological gambling. In employing her criteria, only non-essential Computer/Internet usage (e.g. non-business or non-academic use) is considered. Internet addiction is present when five or more of the eight criteria are present during the past 6 months and mania has been ruled out as a cause. She further breaks 'Internet addiction' in to five subtypes and suggests that people typically become addicted to a particular application that acts as a trigger for excessive Internet use. Young (1999) categorized five specific types of Internet addiction: - "Cyber sexual addiction; Cyber relationship addiction; Net compulsions; Information overload to compulsive web surfing or database searches; Computer Addiction.

Research and clinical practice suggest the concept of Internet addiction is not to be taken lightly as a number of negative consequences of excessive Internet use in adolescents have been identified in the literature. For instance, a recent review of the neuroscientific evidence (Kuss & Griffiths, 2012c) indicates that Internet addiction in adolescence can have a negative impact on identity formation (Kim et al., 2012) and change the structure of the developing brain (Lin et al., 2012; Yuan et al., 2011). In addition to this, it may negatively affect cognitive functioning (Park et al., 2011), lead to poor academic performance and engagement in risky activities (Tsitsika, et al., 2011), poor dietary habits (Kim et al., 2010), low quality of interpersonal relations (Milani, et al., 2009), and self-injurious behaviour (Lam, et al., 2009a) in adolescents. From the reported negative consequences, it appears Internet addiction can have a variety of detrimental psychosocial and physical outcomes for adolescents that may require professional intervention (King, Delfabbro, & Griffiths, 2012). Students who are addicted to internet usage have psychiatric symptoms such as Somatization, Obsessive Compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation and psychoticism more than students who are non addicted internet usage (Koc, 2011). Depression, anxiety, and stress were predicted positively in internet addiction (Akin and Iskender, 2011).



Psychological well-being is usually conceptualized as some combination of positive affective states such as happiness (the hedonic perspective) and functioning with optimal effectiveness in individual and social life (the eudemonic perspective). Ryff & Singer (1998) used the term “human flourishing” and Felce and Perry (1995) call it a comprising of objective descriptors and subjective evaluation of physical, material, social and emotional well-being. Ryan and Deci (2000) suggest that humans have three basic psychological needs; competence, autonomy and relatedness. The satisfaction of these needs lead to both subjective well-being (increased pleasure and happiness) and psychological well-being. Psychological well-being in simple terms could be defined as the state of being well, happy or prosperous. Psychological well-being is a subjective term means different thing to different people. As summarized by Huppert (2009) psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. People with psychological well-being report feeling happy, capable, well-supported, and satisfied with life and so on. Psychological well-being refers to both cognitive and affective aspects (Schlosser, 1990). Ryff (1989) operationally defined psychological well-being as self acceptance and personal growth. Psychological well-being means a person’s evaluative reactions to his or her life either in terms of life satisfaction, cognitive evaluation or affect, ongoing emotional reactions (Diener & Diener, 1995). It has been established through research that psychological well-being is strongly associated with self-acceptance, autonomy and environmental mastery (Ryff, 1989). Ryff analyzed many various approaches to happiness in different sub fields of psychology and came to the conclusion that well-being should be seen as consisting of six components and developed a six dimensional theory. The six dimensions of psychological well-being evoke different challenges that people encounter as they try to function positively (Ryff and Keyes, 1995).

According to Ryff (1989) the overall well-being is the interconnectedness of six distinct facets:

- (1) Self-acceptance or feeling positive towards the self and accepting one’s strengths as well as weaknesses;
- (2) Positive relations with others or having close, warm, and supportive relationships and feeling connected to others.
- (3) Personal growth entails openness to new experiences and a commitment to development and learning.
- (4) Purpose in life involves feeling committed to valued goals and believing that life is meaningful and worthwhile.
- (5) Environmental mastery entails feelings of personal competence and efficacy and confidence in one’s ability to interact successfully with the environment.
- (6) Autonomy is a sense of self-determination and independence and a willingness to stand up for one’s own ideas and beliefs despite external pressures.

The impacts of Internet use on psychological well-being are receiving greater research attention, but with mixed results and conclusions (Huang, 2010). Several studies have highlighted the relationship between psychological well-being and excessive internet use (Ang, et al., 2012; Chong, et al., 2014). Later studies found that the purpose of Internet use may influence the effect between Internet use and psychological well-being.



Jackson, et al., (2008) reported that increased Internet use, for purposes other than communication, was associated with increased psychological well-being. When emphasizing the positive impacts of Internet social usage on psychological well-being, Kang (2007) and Shaw and Gant (2002) claim that Internet chatting decreases loneliness and depression, increases feelings of happiness, and significantly enhances perceptions of social support and self-esteem. Kraut et al. (2002) assert that greater Internet usage leads to better communication and greater social involvement, resulting in an enhanced sense of well-being. Amichai-Hamburger and Furnham (2007) also provide evidence supporting the argument that when used appropriately, the Internet can greatly improve user quality of life and psychological well-being. Jackson, et al., (2008) reported that increased Internet use, for purposes other than communication, was associated with increased psychological well-being.

Kraut et al. (1998) assert that excessive Internet usage exerts a negative effect on face-to-face interactions by reducing time spent with friends and family members, thereby decreasing psychological well being.

Ssu-Kuang Chen (2012) indicated (a) no relationship between psychological well-being and online entertainment or gender, (b) greater problematic Internet use increased the likelihood of disadvantageous psychological well-being and decreased the probability of good psychological well-being, and (c) greater use of online resources for social purposes was related to increased probability of a participant being in the good psychological well-being group, but not associated with fewer psychological well-being problems. Pandya and Korat (2015) stated that there was no significant relationship between Internet addiction and Psychological well-being among youths. Rehman, et al., (2016) revealed a significant negative correlation between internet addiction and psychological well-being among youth of Kashmir. Further it was found that there is significant difference in internet addiction among youth of Kashmir with respect to their gender, males were found to be high on internet addiction than their counter parts and no significant difference was found in internet addiction with respect to their residential status. Results also revealed insignificant difference in psychological well-being among male and female youth and regarding their residential status significant difference was found in psychological well-being, urban youth were found to be high on the levels of psychological well being as compared to rural youth. Jawharah, et al., (2016) found a negative correlation between psychological well-being and Internet use and there is a weak correlation between average hours of Internet use per week and Internet addiction. In conclusion, individuals with high Internet use will have lower psychological well-being.

NEED AND SIGNIFICANCE OF THE STUDY

During adolescence, young people experience a vast amount of changes in their physical, emotional, and social maturity. During this stage, outside influences are particularly capable of affecting adolescents' thoughts and behaviors. One influence that has proven to have a considerable effect on adolescents is the media. The most popular form of media that adolescents use is the Internet. It is acknowledged that the Internet has changed our economic and social life dramatically. Users can easily access a wealth of information at any time and communicate with others at any location, with little or no



cost. However, in addition to these facilities, loss of the control over the use of internet may adversely affect daily activities, academic performance, emotional status and communication among family members. Excessive Internet use can displace valuable time that people spend with family and friends, which leads to smaller social circles, poor mental health, lower self-esteem and life satisfaction and higher levels of loneliness, thereby decreasing psychological well-being. None of the aforementioned studies have taken into consideration the Internet addiction and Psychological well-being of school students of Agra city. Therefore, it was thought to be justified to explore this darker and unfathomed area of Internet addiction and Psychological well-being of school students. The present study would try to investigate the seriousness of internet addiction in the society especially for adolescents in higher secondary schools. This study would be yield significant insights for education practitioners, health specialists, and policy makers in making interventions regarding the excessive and problematic use of the Internet among school students.

STATEMENT OF THE PROBLEM

The problem for the present investigation has been formulated as under:-

“Internet Addiction as a correlates of Psychological well-being among school Students”

OBJECTIVE OF THE STUDY

The following objective was formulated for the present study:-

To find out the correlation between Internet addiction and Psychological well-being (dimension-wise and total) among school students.

HYPOTHESIS

The following hypothesis was formulated for the present investigation:-

There will be no significant correlation between Internet addiction and Psychological well-being (dimension-wise and total) among school students.

RESEARCH METHODOLOGY

RESEARCH DESIGN

This study adopted correlation research design to investigate the relationship of Internet addiction with Psychological well-being among school students.

SAMPLE

The study was designed to be carried in two phases namely the pilot study and main study.

PHASE-1 Pilot study: Screening for Internet Usage (Sample identification). Initially, a sample of 200 subjects falling in the age group of 14-18 years was chosen using convenient sampling from different schools of Agra city. The Internet Addiction Test by Young was administered on them. From the results, those falling under the criteria of Internet addiction were selected randomly. From this process 80 subjects, identified as addicted to the Internet were form the final sample for the study.

Phase-2 Main study

The sample was composed of 80 school students between age ranges of 14 to 18 years randomly recruited from 10th and 11th grade students belonging to different private schools of Agra city.



TOOLS

In order to collect the relevant data the following tools were used:

- 1- **Internet Addiction Test (IAT):** The IAT was developed by Dr. Kimberly Young (1998). It consists of 20 questions and responses are made on a five-point scale.
- 2- **Ryff’s Psychological Well-being Scale:** The scale was developed by Carol Ryff (Ryff and Singer, 1998) to measure dimensions of Psychological well-being namely Autonomy, Self-acceptance, Positive relation with others, Environmental mastery, Purpose in life and Personal growth. It consists of 54 items and responses are made on a six-point scale.

PROCEDURE OF DATA COLLECTION

First of all permission was sought from the Principals of different schools of Agra city. In the initial stage, the participants were contacted in their respective classes and their willingness to participate in the study was sought. Good rapport with subjects were established by giving introduction about the objectives of the study, importance of their co-operation and their sincere responses before the distribution of the questionnaires. Subjects were assured that their answers would remain strictly confidential and that their anonymity would be protected. In the first phase of the study, school students were identified on the basis of the level of Internet addiction. In the second phase of the study, the various questionnaires were given to the subjects to fill up. Appropriate instructions were given to the participants. They were given enough time to answer all the statements. As soon as the subject completed the test, the test booklet was collected and scoring was done according to the scoring system of the test.

STATISTICAL ANALYSIS

Statistical analyses were realized by using SPSS 16.0 version with the application of Pearson Product Moment of Correlation.

RESULTS AND DISCUSSION

The data was analyzed by using SPSS-16. Pearson Product Moment Coefficient of Correlation was used to examine the association between the variables of the stud

Table

Correlations between Internet addiction and Psychological Well-being (dimension-wise and total) among school student

Variable -1	Variable-2	Correlation Coefficient	Significance
Autonomy	Internet addiction	-.261	.01
Environmental mastery	Internet addiction	-.277	.01
Personal growth	Internet addiction	-.294	.01
Positive relation with others	Internet addiction	-.326	.01
Purpose in life	Internet addiction	-.273	.01
Self-acceptance	Internet addiction	-.287	.01
Total Psychological well-being	Internet addiction	-.346	.01



From the above table it is clear that internet addiction scores were significantly and negatively related to most of the factors of Psychological well-being. Internet addiction was found to be significantly and negatively related to Autonomy ($R = -.261$, $p < .01$), Environmental mastery ($r = -.277$; $p < .01$), Personal growth ($r = -.294$, $p < .01$), Positive relation with others ($r = .326$, $p < .01$), Purpose in life ($r = -.273$; $p < .01$) and Self-acceptance ($r = -.287$; $p < .01$) dimensions of Psychological well-being and also significantly and negatively correlated with total Psychological well-being ($r = -.346$, $p < .01$). In other words, as the Internet addiction increased Psychological well-being both in individual dimensions and total scores decreased significantly and negatively. Thus from the confirmation of the results from the above table, the declarative hypothesis which reads as, “There will be no significant correlation between Internet addiction and Psychological well-being (dimension-wise and total) among school students”, stands rejected. The probable reason for this kind of results may be that Internet addict peoples are very busy with internet facility hence may not be able to pay more attention on their natural environment. Excessive Internet use can displace valuable time that people spend with family and friends, which leads to smaller social circles, poor mental health, lower self-esteem and life satisfaction and higher levels of loneliness and stress, as results they may have developed less psychological well-being. This finding is consistent with previous studies that examined psychological wellbeing and internet addiction. For example, Kraut et al. (1998) assert that excessive Internet usage exerts a negative effect on face-to-face interactions by reducing time spent with friends and family members, thereby decreasing psychological well being and Jawharah, et al., (2016) found a negative correlation between psychological well-being and high internet use.

CONCLUSION

Internet addiction was significantly and negatively correlated with Autonomy, Environmental mastery, Personal growth, Positive relation with others, Purpose in life and Self-acceptance dimensions of Psychological Well-being and also correlated with total Psychological Well-being.

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US-TALIBAN PEACE DEAL AND INDIA-AFGHANISTAN RELATIONS

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Abstract

Taliban and United States signed a peace deal recently which has created a space for the powers to play in Afghanistan. Pakistan is also trying to leverage its role to press for foreign intervention in its conflict with India over the disputed Himalayan territory of Kashmir, something that India rejects. Yet on March 25, 2020, the 400-year-old Sikh community temple was attacked by a militant group that once again doomed the peace effort. This paper also seeks to examine the continuity and changes that have taken place in the foreign policy of India towards India-Afghanistan relations.

Keywords: Afghan Peace, Doha Peace Deal, Taliban, South Asia.

Introduction

The historical origins of the relations between India and Afghan can be traced back to ancient times. India-Afghanistan relationship is not limited exclusively to the governments in New Delhi and Kabul. They have had deep historical relations focused on interactions of history, culture, and men. Historically, the bilateral connections between India and Afghanistan stretch decades, despite the close links between Afghanistan and South Asian society. Traditionally India has maintained strong cultural ties with Afghanistan, leading to stable relations between the two states.¹

Historically, the land bridge from the west to India has been Afghanistan. There is also a long past between the two continents, with many colonies encompassing parts of Afghanistan, Pakistan and India today. British India's anti-colonial struggles had a leader in the Afghan-Pakistani Khan Abdul Ghaffar Khan, also known as the "Frontier Gandhi," and the close relations translated into the post-independence era between the independence movements of both nations. Despite the Cold War and the resulting global and geostrategic assessments of both neighbouring nations, India-Afghanistan relations remained good. The relationship only worsened when, in 1979, India was one of the first and only countries to accept the Soviet installed Kabul regime. But during the civil war which followed the Soviet withdrawal in 1989, India remained engaged with Afghanistan, providing several million U.S. dollars in grants and humanitarian assistance through the United Nations in the 1990s. Only with the rise of the Taliban in 1993 did India cut official ties with Afghanistan entirely. Instead, India

¹GreenNile, Tribe, Diaspora, and Sainthood in Afghan History , *Journal of Asian Studies*, 2008, doi: <https://doi.org/10.1017/S0021911808000065>.



provided development aid to Afghanistan by support for the United Nations (UN) organizations delivering humanitarian relief in the world from the 1990s until 2001.²

President Hamid Karzai formed a strategic alliance with India at the beginning of October 2011; this collaboration was the first of its kind that the Kabul government had signed with a foreign country. Among other things, the agreement provided for India to train Afghan security forces units as the US seeks to withdraw its forces from the country in 2014. Not surprisingly, the formalization of an Indian-Afghan strategic relationship has triggered some misgivings in Pakistan. As India's involvement in Afghanistan has increased over the past few years, Pakistan's politicians, most notably its dominant military establishment, have voiced frequent questions about India's position and intentions within the region. On more than one occasion, they have obscurely hinted at India's intent to encircle Pakistan by establishing a strategic bridgehead in that country.³

Modi welcomed heads of government from Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan and Sri Lanka to his swearing ceremony after an unprecedented victory in 2014 historic election BJP came to power. Afghan President Hamid Karzai readily accepted the invitation. Following the ceremony, Modi described the first major foreign policy initiative of the new government as the "right decision in time" with neighbouring countries. First on the list is the Honourable External Affairs Minister Smt. Sushma Swaraj visited Afghanistan, appealed to President Karzai and on 10 September 2014 jointly inaugurated a historic Afghan Flag.⁴ This flag was assembled with the aid of numerous sponsors including India's Flag Base, a sign of Afghan solidarity and nationhood.

Presidential elections in Afghanistan were held in 2014. Following a lengthy democratic procedure for two rounds of elections and a negotiated audit mechanism by the UN, a Political Deal was reached between two leading candidate Dr. Ashraf Ghani and Dr. Abdullah, which led to the inauguration on 29 September 2014 of the National Unity Government. Abdullah, Afghanistan's chief executive arrived in India on 14 March 2015 for a three-day visit. He met with Hamid Ansari, India's vice president and several other high ranking government officials during his visit. On 25 December 2015, Prime Minister Narendra Modi paid a visit to Afghanistan along with a high-level delegation. He called for President Ashraf Ghani during his visit; he met with Chief Executive, Dr Abdullah and former President Hamid Karzai. He inaugurated the newly built Afghan Parliament during his visit, and Premier Narendra Modi announced 500 scholarships for the children of Afghan Security Forces martyrs in schools and colleges in both Afghanistan and India. Prime Minister Modi has gifted Afghan Air Forces four Mi 25 Attack helicopters.⁵

²ibid.

³AhmadAfroz, "Indo-Afghan Political Relations Under Modi Government", *Journal of Indian Research*, Vol. 5, No. 3, (2017), pp.15-23.

⁴KauraVinay, "India-Afghanistan Relations in the Modi-Ghani Era", *Indian Journal of Asian Affairs*, Vol. 30, No. 1/2, (2017), pp.29-46.

⁵AhmadAfroz, op. cit.



Afghan President Ashraf Ghani recently made a hurried visit to India on 24 October 2017, at the invitation of Prime Minister Modi. During the visit, both leaders addressed cross-border terrorism issues and improved coordination with India. According to the Joint Statement released after the two leaders' meeting, President Ghani praised India's "safety and security efforts, including training thousands of Afghan defence and security staff." It was decided to further strengthen bilateral political dialogue and meetings at all levels to achieve the common objectives. Both sides addressed the prospect of the Chahbahar Port's early operationalization, including wheat shipments via the port to Afghanistan in the coming weeks.⁶ The move is critical in shaping landlocked Afghanistan's modern trade and transit opportunities.

Doha Peace Deal and Its Impact on India

On Feb 29, 2020, the US and the Taliban signed a historic peace treaty in Doha. The deal provides for complete removal of foreign forces within 14 months, and a Taliban promise not to provide safe havens for international terrorist groups, and a provision for negotiations between the Taliban and the Afghan government. The transaction was greeted with official hope in the U.S. Circles in New Delhi, though, have seen the agreement with stronger cynicism because of Taliban's increased political position and the fragility of the intra-Afghan contract.⁷

The deal is between the "Islamic Emirates of Afghanistan which the United States does not recognize as a state and is recognized as the Taliban" and the United States. The four-page deal was signed between US Special Representative for Afghanistan Reconciliation Zalmay Khalilzad and Taliban political leader Mullah Abdul Ghani Baradar.⁸

Despite the departure of US forces in view, the future of Afghanistan looks somewhat unpredictable. Reflecting on the emerging security situation post-Doha agreement becomes essential for New Delhi. Afghanistan holds a vital position in the geopolitical scenario and hence remains crucial in India's strategic affairs. The land served as a gateway to India through ancient Silk Road, which took the trade to China from Central Asia. India and Afghanistan have traditionally shared close political and cultural relations. Mauryans, Kushans, Guptas, Mughals had to secure Afghanistan to guard India against invaders. All other threats faced by India, excluding Europeans, came through Hindukush.⁹ Therefore, a stable and sound Afghanistan is important to India reaching out to the energy-rich Central Asian republics and acting as a check and

⁶KauraVinay, op. cit.

⁷JakesLara, FaiziFatima, and RahimNajim, 'Afghan Peace Plan Faces Its First Roadblock : Releasing Taliban Prisoners', *The New York Times*, New York, 1 March 2020, p. 4.

⁸The Indian Express, 'Explained : Reading US-Taliban Pact', New Delhi, 3 March 2020, pp. 1–17, Retrieved from <https://indianexpress.com/article/explained/us-afghanistan-taliban-pact-donald-trump-india-relations-6294636/>.

⁹FarooqShazia i, 'Doha Peace Deal and the Security Implications for India', *South Asia Journal*, 2020, pp.1–5.



balance to China and Pakistan. Gen. Mark A. Milley, chairman of the Joint Chiefs of Staff, said in a statement celebrating the deal, which comes on the heels of a seven-day "Reduction in Violence" agreement in Afghanistan.¹⁰

"We owe a debt of gratitude to America's sons and daughters who paid the ultimate sacrifice in Afghanistan, and to the many thousands who served over the past nearly 19 years,"

The Taliban was defeated by the armies of the Northern Alliance in Afghanistan, which was supported by the forces of the United States-led NATO in the aftermath of the deadly attacks on US soil in September 2001. The Taliban, an extremist Islamic group took control of Afghanistan's government in 1996 and rule until the 2001 U.S.-led invasion drove it from the power. The Taliban regime in Afghanistan, which lasted only five years, ended abruptly with the invasion of the US-led military coalition shortly after the attacks. Their overthrow was a reprisal for harbouring Osama bin Laden, the leader of Al-Qaeda, whose militants hijacked and crashed four American airliners in those attacks. The group is known for providing safe haven to terrorist organisation Al-Qaeda.¹¹ Though it has been out of power for several years, it remains resilient in the region and operates parallel government structures aimed at undermining the U.S.-backed central government of Afghanistan.

India has since established a close friendship with successive Afghan governments, spending heavily in the war-ravaged country's growth and infrastructure, with total assistance of nearly \$2 billion since 2001, the largest that New Delhi has donated to any nation.¹² Nearly 20 years later, India has a growing geopolitical threat as the Taliban, hated by New Delhi, appears to be making a return to Kabul's corridor of influence. Notwithstanding major commitments and interests in Afghanistan, India remains completely out of the US-Taliban militant group's Afghan peace process, which began almost two years ago and resulted in a February 29 settlement. But now with the US withdrawal ongoing, and a possible beginning of intra-Afghan negotiations, India has to find its position in the region's post-peace geopolitics.

India's reaction to the US-Taliban deal for "peace" in Afghanistan discloses more than is immediately evident. For one, it shows India's frustration with the development, portrays New Delhi's commitment to remain a stakeholder in Afghanistan while at the same time revealing its lack of options in the face of a global growth that holds critical security and geopolitical consequences for India. According to top Afghan and Trump administration authorities concerned with the general terms, the "in-

¹⁰NPR, U.S. Signs Peace Deal With Taliban After Nearly 2 Decades Of War In Afghanistan , 29 February 2020, Retrieved from <https://www.npr.org/2020/02/29/810537586/u-s-signs-peace-deal-with-taliban-after-nearly-2-decades-of-war-in-afghanistan>.

¹¹HoltMaria, The Islamic Threat: Myth or Reality? , *International Affairs*, 1993, doi: <https://doi.org/10.2307/2622403>.

¹²KumarRuchi, Cultivated a Strong Relationship , *Aljazeera News*, 2020, pp. 1 7.



principle agreement" that U.S. envoy Zalmay Khalilzad¹³ has hammered out in nine rounds of talks with Taliban leaders in Qatar will be the first preliminary steps toward reconciliation after U.S. and allied forces deployed to Afghanistan after the 9/11 attacks.¹⁴ Defence Secretary Mark Esper was expected to negotiate the terms of the deal with President Donald Trump which was tightly guarded. But the deal doesn't guarantee a number of crucial things; it doesn't guarantee the continued presence of U.S. counter-terrorism forces to fight Al-Qaeda, the survival of the pro-U.S., the government in Kabul, or even the end of the fighting in Afghanistan. A "secret" peace deal between the United States and the Taliban could face widespread resistance in Afghanistan if it opens the door to the insurgent hard-line regime.

Pakistan is using these negotiations to try to assert its interests in Afghanistan by urging the Taliban to play a major political role in Kabul once foreign forces leave. Pakistan is well aware of its strategic importance here. Pakistan quietly released the Taliban co-founder from Karachi prison to assist the U.S. - Taliban negotiations when they began last year. Mullah Abdul Ghani Baradar has since become Taliban Deputy Political Leader and Chief Negotiator.¹⁵

India's role in US-Taliban peace negotiations has been minimal. New Delhi was practically on the sidelines of the peace talks, barring a few consultative meetings between the U.S. Special Representative for Afghan Reconciliation, Zalmay Khalilzad and the Indian side. This minimal involvement of Indians has certainly disturbed a few and has also raised questions. India's aid for the Kabul administration, Pakistan's leverage on the Taliban and overall peace talks, along with India's no-business with the Taliban policy, have contributed heavily to India's exclusion from the whole process.¹⁶ India has watched these developments with a sense of warmth, as Washington has not so far taken it into the loop. It is only shortly that the US officials started to inform India after New Delhi made clear its reservations. India's stance of nothing to do with the Taliban had become unsustainable. It was only in November last year that New Delhi agreed to send two former Indian diplomats to partake in the Moscow round of talks with the Taliban, "at a non-official level." New Delhi has recently expressed those criteria it feels needed to be fulfilled if the Taliban negotiations are to succeed.

The Americans are apparently in a hurry to withdraw from Afghanistan in the way of the peace deal with the Taliban. In the long term, however, pro-democracy forces and Afghan women in particular, will bear the consequences of the hurried withdrawal that

¹³ChowdhurySrinjoy, No Discussion on Indian Troops in Afghanistan, Says US Special Envoy Zalmay Khalilzad , *Times Now*, 2020, Retrieved from <https://www.timesnownews.com/india/article/no-discussion-on-indian-troops-in-afghanistan-says-us-special-envoy-zalmay-khalilzad/589360> (Accessed on 20 May 2020).

¹⁴Farooqi, op. cit.

¹⁵AhmadKhaleel, Once Pakistan s Pawn in Afghanistan, Mullah Baradar Is Now Cast in Role of Interlocutor , *The Indian Express*, New Delhi, 13 May 2020.

¹⁶JamalUmair, What Has Pakistan Gained From the US-Taliban Peace Deal? , *The Diplomat*, 6 March 2020, Retrieved from <https://thediplomat.com/2020/03/what-has-pakistan-gained-from-the-us-taliban-peace-deal/>.



will eventually undermine the influence of India in the future of Afghanistan because, in a race to win over the Taliban, Pakistan will most likely outcompete India that has long supported the group and shares ideological affinities. India's soft-power drive in Afghanistan, in the post-Taliban period, has won much goodwill in the nation for New Delhi. India's goodwill in Afghanistan could be surfaced to improve India's political impact within the political structure that could effectively arise from the peace negotiations along with the integration of the Taliban.¹⁷ In the context of Afghanistan's goodwill for India, India needs to examine its strategy from supporting Afghanistan's government solely to potentially campaigning with the Taliban for the Afghan government, and also safeguarding conditions for a democratic republic in Afghanistan. New Delhi also stressed that the constitutional legacy and political mandate should be respected in any process.

It is disconcerting that the top leadership of the Taliban still uses the same language it used before the group took control of most of Afghanistan in 1996 and started brutalising it with rigid Islamic law. Such offensive statements from the Taliban are a precursor and highlight the need for the US to remain involved in the Afghan peace process and even beyond.¹⁸

Conclusion

This is important as the Taliban remain reluctant to commit to broader democratic processes and key aspects such as the rights of women, even as they remain committed to their own interpretation of the Sharia law. Finally, it is important for India that no phase can lead to ungoverned spaces in Afghanistan where terrorists and their proxies would move. The last time the US left Afghanistan, giving Pakistan a free hand, India's security interests were seriously compromised, as Kashmir's growing tide of extremism and terrorism made India extremely vulnerable. India may and should negotiate with the United States not to recognize a compromise of the Afghan constitution, the democratic rights of the people, the rights of women, human rights and the rights of ethnic groups which would be more than satisfied if the Taliban were kept at bay in the name of an agreement with the Taliban. In this way, India will be better off being more active in Afghanistan, without challenging Pakistan directly or appeasing the undemocratic demands of the Taliban. This is important not only because Indian interests are involved, but also because the hopes and aspirations of ordinary Afghans cannot be dealt with as a fatal blow to satisfy the whims of any single power.

¹⁷SarkarSaurav, The Regional Implications of the U.S.-Taliban Agreement , *South Asian Voices*, 5 March 2020, Retrieved from <https://southasianvoices.org/the-regional-implications-of-the-u-s-taliban-agreement/> (Accessed on 20 May 2020).

¹⁸JayaramRajiv, 'US-Taliban Pact : Peace Deal or Cut and Run ?', *Observer Research Foundation*, pp.1-4.



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FACTORS OF TURNOVER INTENTION AMONG MIGRANT WORKERS IN STEEL MANUFACTURING COMPANIES

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ABSTRACT

Managing high employee turnover among migrant workers are critical for steel companies in order to stay competitive. This paper attempts to discuss the key factors that may contribute to migrant employee turnover behaviour. This study recommends that the steel company improves on the mechanisms for addressing the causes of employee turnover to improve employee retention. This study can help to determine some of the factors that can affect employee turnover. This study may propose to top management of the steel company a better solution in dealing with the problem of migrant employee turnover.

Key words: Turnover, Migrant workers, Personal factor, Cultural factor, Work climate, Supervisory factor, Developmental factor.

INTRODUCTION

Iron and steel production dominates the industrial sector in Kanjikode, Palakkad was one of the initial destinations of migrant workers in Kerala from beyond south India. Workers from Odisha and Bihar came here to work in the iron and steel industry. Now migrant workers are found in almost all the sectors in the district, including agriculture. Workers from Tamil Nadu, Uttar Pradesh, Bihar, Jharkhand, Odisha, West Bengal, Assam, Madhya Pradesh and Rajasthan can be found in the district. Presence of workers from Nepal and Bangladesh has also been documented. Internal migration is an essential and inevitable component of the economic and social life of the country, given regional imbalances and labour shortages, and safe migration should be promoted to maximize its benefits. Looking back to the history, we can notice that labour out-migration did not create any major problems in labour market in Kerala in the early phase, but in the last

two decades Kerala's labour market has faced certain problems. The continuous large scale out-migration of labour has created severe scarcity of semiskilled and un-skilled workers in almost all spheres of the state. This has led to an inevitable rise in the wage rate in the state. At the same time, the foreign remittances has created real estate and construction sector boom in Kerala, leading to huge demand for certain categories of workers such as carpenters, welders, plumbers, drivers, electrician, motor mechanics and other craftsmen. The shortage of construction and other workforce in Kerala resulted in-migration of workers from other states to Kerala, and thus, started the era of replacement migration to Kerala after a break of about 60 years since the 1960s (Zachariah and Rajan, 2007, 2008).



Employee turnover is the most challenging issue of the modern organizational environment. Turnover among the migrant workers is major challenge for the employers. The objectives of this study can be summarised as follows: (1) to identify a set of variables that collectively influence the turnover intention of migrant workers (2) to develop a statistical model that can be used by an organisation to predict the turnover of its migrant workers. This study is expected to contribute to the current turnover literature through the investigation of the determinants of turnover and the construction of a turnover prediction model. Further, findings from the present survey can help organisations to monitor important factors and reduce the costs associated with the turnover of their employees.

REVIEW OF LITERATURE

There were lot of studies on migrant workers and their issues, socio-economic condition. Only few studies focused on the issue of turnover among migrant workers. This study aims to identify the factors determining turnover of employees through a thorough study of literature review.

Turnover of Migrant workers

Employee turnover is the most challenging issue of the modern organizational environment. Most of the time employee turnover; the movement of an employee from one firm to another within a particular period, may result in deterioration of the quality of the organization. Rajapaksha(2015) stated that employee turnover significantly affects the role of an organization in apparel industries. Nowadays organizations are looking for better ways to help their employees to be more productive and to be happier in their work to keep a high retention rate. Turnover intention is a tendency or intention of the employee to quit his job (Zeffane, 1994). High levels of turnover intention have become a serious problem for companies, even some companies experienced frustration when he learned that the recruitment process has managed to capture staff eventually turned out to be in vain because the recruited staff have chosen a job in another company (Hinkin and Tracey, 2000). With turnover rates at many companies will increasingly pose a variety of potential costs both training costs already invested in employees, the level of performance that must be sacrificed, as well as recruitment and retraining costs (Suwandi and Indriantoro, 1999). Many of the factory owners in Kerala ‘complained’ that these migrant workers are ‘not interested’ in subscribing to many welfare schemes like Employees State Insurance, Provident Fund, etc. They also complained about these workers never sticking to one firm but always shifting places and jobs the moment they are offered better wages or facilities (Narayanan & Venkiteswaran, 2013). Migrant workers are more likely to leave jobs than their non-migrant counterparts (Junankar et al., 2004). Voluntary turnover generates costs for employers (Cascio & Boudreau 2008). But the costs resulting from migrant employee turnover may be especially problematic because evidence suggests that migrants do not just leave one local employer for another.

Determinants of turnover intention

A Reward system can be categorized into two areas (Armstrong, 2007). Those are financial rewards and non - financial rewards. Financial rewards mean those which



satisfy the employees by providing rewards in terms of money. Besides the financial rewards, there are certain non - financial rewards which can satisfy the ego and self-actualization needs and wants of employees. Most empirical studies examined the relationships between an employee's self-reported satisfaction with pay and promotion and voluntary turnover (Aquino et al., 1997). The other that affects the turnover is incentives given by the company. The financial and tangible incentive is an important and commonly used manner to motivate employees (Gardner et al., 2004). Many studies focused on the importance of the incentive concerning its role in employee turnover intention. The study shows the relationship between incentive methods employed in different public institutions and found that there is a strong relationship between incentives and loyalty towards the organization which, as a result, affects the turnover intention at work (Al-Fares, 2011). Accordingly, interpersonal relationships in the working place, in particular, the supervisor-subordinate relationship, can exert a greater impact on employee's turnover decisions (Saeed et al., 2013). Training plays an important role in human resource development to achieve the objectives of the organization. If training is seen favourable by employees and positively influences their attitudes, this should positively affect their turnover intentions in the workplace (Elnaga and Imran, 2013). Little supervision and less support from managers in conducting the assignment will lead to a high level of stress and turnover intention (Yahaya et al., 2009).

Organizational culture refers to the underlying values, beliefs, and principles that serve as a foundation for the organization's management system as well as the set of management practices and behaviors that both exemplify and reinforce those basic principles. Early studies have indicated that there exists a relationship between organizational culture and its turnover intention and asserted that positive organizational cultures enhance employee turnover intention (Siehl and Martin, 1990; Heck and Marcoulides, 1993). In the study (Nimalathasan and Brabete, 2010) on job satisfaction and job turnover intention and found that there is a positive relationship between the two variables. Job satisfaction is one of the most important factors in determining job turnover intention (Prasanga and Gamage, 2012). Supervisors should be responsible to maintain a supportive work environment to build constructive relationships with employees. Such action will eventually help to increase retaining employees within the organization. The study (Maertz et al., 2007) shows the effect of perceived organizational support and perceived supervisor support on employee turnover, there is a strong negative relationship between organizational and supervisor support and employee turnover intention.

In the steel manufacturing companies, the employers provide a friendly atmosphere and are employee-centered allow them to work free of pressure and flexibility in scheduling time at work. Economic and technological factors have encouraged employers to adopt flexible work arrangements (FWAs) as a means to respond to the increasing competition, market volatility, economic recession, and the changing needs of the workforce (Michie and Sheehan-Quinn, 2001). Work-life balance is a state where individual try to manage potential demand on his or her time and energy in a way that fulfilled needs for his or her well-being. Studies shows that work-life balance has a strong positive correlation with the rate of turnover (Ghayyur, & Jamal 2012). Employers today



are critically analysing the stress management issues that contribute to dissatisfaction and high turnover intention ultimately affecting organizational goals and objectives. Overload: excessive work or work that is outside one's capability (Franch& Caplan,1972) is one of the reasons for stress. Stress among employees and their turnover intention has always been important issues for managers. Organizations have a critical role to play in career development. Employees especially, the young generation tend to give more emphasis to their career growth. They tend to leave the organization more often get a breakthrough in career progression and growth. Employees who lack in development of their careers in an organization tend to leave the organization and search for better options. This suggests that employees who perceive their organization to be interested in their career growth respond positively on behalf of their organization (Wang et.al, 2014). This can be mean that organizational career growth implies the intention to leave the organization.

Communication is an element in an organization that needs serious attention especially in managing human resources. It is well known that communication plays a vital role in daily activities, but it is inconsistently practiced over time and across organizations. Communication cannot be simply used as a means to accomplish desired outcomes expected by managers (Downs et al., 1988). Even though managers have done their best to communicate their expectations to employees, employees might not be satisfied with the way the communication was practiced. In many cases, for migrants, both verbal and written communications are severally limited, which leads to feelings of social isolation, uncertainty, and helplessness. In most cases, migrants use their native language as a group language, differentiating them clearly from their surroundings. A lack of understanding of the native language may cause serious problems for migrants' word interpretation of every part of the everyday experience. That's why it is essential not only to speak the native language of the country but also to get the right information for avoiding social, cultural, and linguistic problems (Jones, 2005). The company's success is not only supported by the structure of a good company, but also the ability of the employee and the employee motivation. Campion and Mitchell (1986) indicated that some of the job characteristics factors associated with satisfaction, motivation, job involvement, and absenteeism, are also related to voluntary turnover. Morrison and Robinson (1997) describe the psychological contract breach as the failure of the employer or organizations to meet their obligations towards the employees. Literature suggests that psychological contract breach leads to reduced job satisfaction (Agarwal and Bhargava, 2013), as well as increased employee turnover intention (Ballou, 2013). Job autonomy or the extent to which a job allows freedom, independence, and discretion to schedule work, make decisions, and choose the methods used to perform tasks (Morgeson& Humphrey, 2006) is deemed an essential tenet in contemporary work design theories. Providing freedom in the work helps to reduce the turnover of migrant workers.

Turnover model

Figure 1 shows the determinants of turnover, 22 factors were identified by thorough analysis of literatures. This model will helps the management to identify the area where

they have to focus on reducing the turnover of employees. Review of literature give insights in to the various factors their significance and their relationship with turnover.

Fig 1: shows the list of factors that affect the turnover of employees in the organization.

Determinants of Turnover Intention

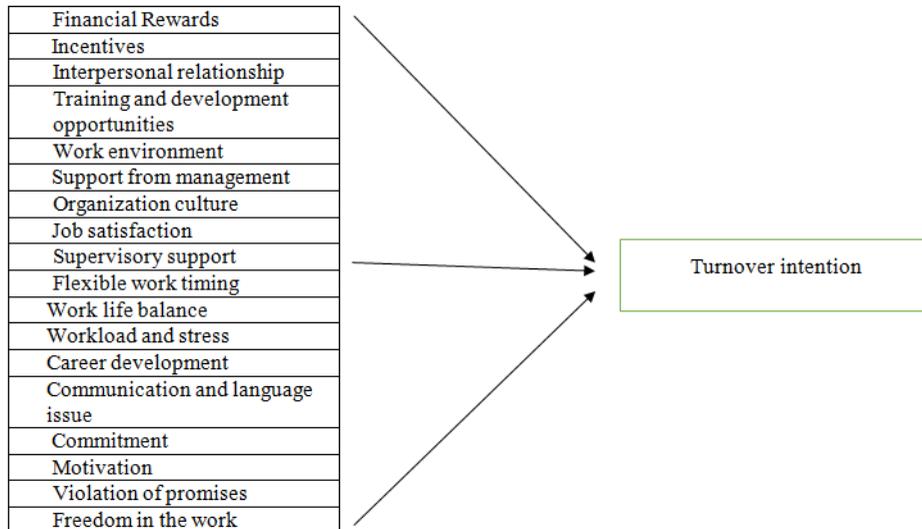


Fig.1 Determinants of turnover

NEED OF THE STUDY

This study can provide an overall idea about the migrant workers and the issues of turnover intention among them. Factors determining turnover of employees are identified through profound analysis of reviews of literature. These are the factors that has to be consider by all the HR managers to reduce the turnover intention of employees in the organization.

OBJECTIVE OF THE STUDY

1. To find out the issue of turnover intention among migrant workers.
2. To find out the factors that leads to the turnover of employees.

METHODOLOGY

Sample and Procedures

The sample phrame was the migrant workers working in steel companies. Random sampling technique was used for selecting the samples. The total number of migrant workers from the 12 steel companies are conciliated into a list and the respondents are



selected randomly from the list. There are totally 720 employees in the 12 steel manufacturing companies out of which 650 migrant workers and 70 local employees. From the 650 migrant workers 215 respondents were selected for the study.

The factors of turnover intention discussed in the review of literature was used to develop questionnaire. There were totally 22 factors with 67 items scale were measured using five point Likertscale.The responses scale ranges strongly agree to Strongly disagree. The questionnaire was administered to 230 employees, out of which, 215 questionnaires were taken for the study after data cleaning. Out of 230 employees expect 10 should read and responded to the questionnaire by themselves. For the other respondents the responses are noted by the researcher.

Pilot Study

For the pilot study, responses were obtained from 52 migrant workers from four steel companies. The questionnaire was administered in-person; therefore it was convenient to get feedback from the respondents. The data was analyzed using Statistical Package for Social Sciences (SPSS) version 22.

Reliability – Pilot Study

Table 1: shows the reliability results of pilot data indicated that the Cronbach’s coefficient. The scales were considered to be reliable and used for the main study.

Table 1: Reliability of the Data

Scale	Number of items	Cronbach’s Alpha
Financial Rewards	3	.755
Employee benefits	4	.766
Training and Development	3	.759
Work Environment	3	.752
Work-Life Balance	3	.756
Job-related Stress	3	.772
Job satisfaction	2	.751
Commitment	4	.760
Relationship with Co-worker	4	.755
Support from Management	5	.733
Supervisory Support	7	.731
Adapting to Local Culture	3	.764
Language issue	1	.764
Organization Culture	5	.727
Motivational Force	3	.747
Violation of Promises	2	.753



Communication	3	.754
Career Development	3	.747
Flexible Work Timing	2	.756
Freedom in the work	3	.772
Turnover Intention	3	.774

TOOLS USED IN THE STUDY

Factor Analysis is the primary analytical tool used in the research. The application of factor analysis in this study is to reduce the number of variables and to detect structure in the relationships between variables.

ANALYSIS AND DISCUSSION

KMO and Bartlett’s Test

Bartlett’s test of sphericity and the Kaiser-Meyer-Olkin measure of sampling adequacy are both tests that can be used to determine the factorability of the matrix as a whole. Table 2: shows the Bartlett’s test of sphericity is significant (p<0.001, p=0.000). In addition, the Kaiser-Meyer-Olkin measure is 0.730 which is greater than 0.6. The result shows that it is appropriate to proceed with Factor Analysis to examine factors that affecting students’ learning style among the undergraduate students.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.730
Bartlett's Test of Sphericity	Approx. Chi-Square
	1281.465
	df
	210
	Sig.
	.000

Communalities

Table 3: shows communality value of all the variables. The initial value of the communality in a principal components analysis is 1. The values in the extraction column indicate the proportion of each variable’s variance that can be explained by the principal components. All the values of the variables are (>.04) therefore the factor analysis is reliable.

Table 3:Communalities

Variables	Initial	Extraction
Financial Rewards	1.000	.720
Employee benefits	1.000	.587
Training and Development	1.000	.613
Work Environment	1.000	.610
Work Life Balance	1.000	.725
Job-related Stress	1.000	.680
Job satisfaction	1.000	.425
Commitment	1.000	.712
Relationship with Co-worker	1.000	.589



Support from Management	1.000	.719
Supervisory Support	1.000	.721
Adapting to Local Culture	1.000	.613
Language issue	1.000	.576
Organization Culture	1.000	.691
Motivational Force	1.000	.618
Violation of Promises	1.000	.668
Communication	1.000	.645
Career Development	1.000	.648
Flexible Work Timing	1.000	.699
Freedom in the work	1.000	.807
Turnover Intention	1.000	.481

Extraction Method: Principal Component Analysis

Rotated sum of squared loadings

Table 4 shows the total variance explained at five stages for factors that affects the turnover of employees (migrant workers) working in the steel manufacturing companies. There were totally 21 components put in the principle component analysis. From the 21 components five factors were extracted because of their eigenvalues greater than 1. Eigenvalues are sum of squared component loadings across all items for each component, which represents the amount of variance in each item that can be explained by the principal component. When five factors were extracted, then 53% percent of the variance would be explained. Therefore from the 21 factors five factors were extracted.

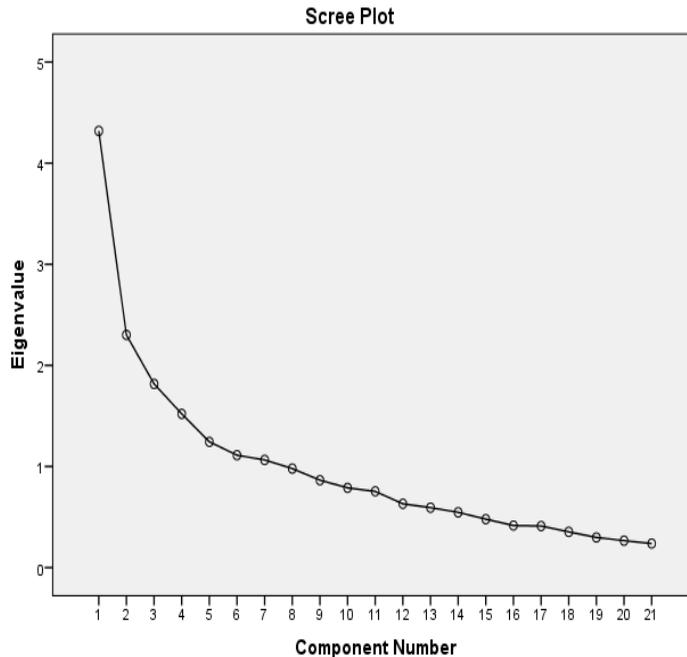
Table:4The total Variance Explained

Factor	Rotated sum of Squared Loadings		
	Total	Percentage of Variance	Cumulative Percentage
1	3.888	18.513	18.513
2	1.917	9.131	27.644
3	1.911	9.100	36.744
4	1.822	8.677	45.421
5	1.663	7.919	53.340

Scree Plot

The figure 2 shows scree plot graph has the eigenvalues against component number. The value in the first five components are immediately above. From the sixth component the line is almost flat, there is a sharp change in the curvature of the scree plot. Components with an eigenvalue of less than 1 account for less variance than did the original variable (which had a variance of less than1), and so are of little use. Therefore from the 21 components 5 factors were taken for the study. The first component will always have the highest total variance and the last component will always have the least.

Fig 2: Scree plot



Rotated Component Matrix

Table 5 shows the rotated factor matrix for the questionnaire. After performing the Varimax Rotation Method with Kaiser Normalization, Factor 1 comprised of 8 items with factor loading ranging from 0.43 to 0.80. The items in factor 1 are Organization Culture, Supervisory Support, Motivational Forces, Relationship with Co-employees, Violation of Promises, Career Development, Job Satisfaction, and Adapting to local culture.

Factor 2 comprised of 3 items with factor loading ranges from 0.48 to 0.69. The items in factor 3 are Language issues, Turnover intention, and Commitment.

Factor 3 comprised of 3 items with factor loadings ranges from 0.43 to 0.80. The items in factor 3 are Worklife balance, Employee Benefits, and Work Environment.

Factor 4 comprised of 2 items with factor loading ranges from 0.60 to 0.75. The items in factor 4 are Workload and Communication.

Factor 5 comprised of 4 items with factor loading ranges from 0.52 to 0.69. The items in factor 5 are Job-related stress, Training, and development, Flexible work timing.



Table 5: Rotated Component Matrix

	Component				
	1	2	3	4	5
OC	.802				
SSN	.782				
MOF	.734				
RCO	.594				
VP	.577	.443			
CD	.503				
JS	.457				
ALC	.437				
LI		.696			
TU		.533			
CM		-.518			
SFMN	.470	-.489			
WLB			.803		
EB			.664		
WE			.437		
WLN				.751	
C				.601	
JRS					.692
FWT				.569	.596
TD					.566
FR					-.528

Naming of factors

Table 6 shows the name of the new factor and the percentage of variance explained for each of the factors. Five new factors were successfully constructed using factor analysis they are 1.Cultural factor 2. Personal factor 3. Work climate 4. Supervisory factor 5. Developmental Factor. These factors were assigned as the factors affecting the turnover of migrant workers in steel manufacturing companies.

The first factor shows the highest percentage of variance explained when it was extracted. First Cultural factor shows 18.5% percent of the variance would be explained, personal factor shows 9.13 % of variance, work climate factor shows 9.10% of variance, supervisory factor shows 8.67% of variance and developmental factor shows 7.91% of variance.

Write about factors

Table 6: Name of the new factors with the percentage of variance

Factor	Name	Percentage of Variance
1	Cultural Factor	18.51
2	Personal Factor	9.13
3	Work Climate	9.10
4	Supervisory Factor	8.67
5	Developmental Factor	7.91

The study proposed five major factors that affects turnover intention of migrant workers. The determinants of *factor 1* was connected with Cultural factor of the organization. It is considered as a primary predictor of turnover intention among migrant workers.



Research suggest that the HR mangers has to give more importance to these factors to reduce the turnover intention of migrant workers. It comprises of organizational culture, supervisory support, motivational forces, and relationship with co-workers, and violation of promises, career development, and job satisfaction. Employees from multiple states are working together in the same company, certainly they have different cultures and norms. Sometimes organizational culture differs from employee norms and values. Organizational culture has a robust and deep impact on the performance of the employees; that help the employee to be satisfied themselves with the organization and that cause to improve the productivity of employees, thus reduce turnover intention.

The determinants of **factor 2** was connected with personnel factors such as language issue and turnover intention. The survey result shows that migrant workers may be considered as “speechless”, because they are not able to use the language(s) of our country. The study suggests the organization has to give opportunities for language learning, through the ability to speak the language(s) of the receiving society usually plays an important part in the process of integration of local and migrant workers. A major observation derived from the study was turnover intention of the migrant workers in the steel companies. It is the major concern for managers and organization. Intention to quit was high among the migrant workers because from the qualitative study it was known that migrant workers expect money as major factor from rest of other factors. They leave company if they earn a sum of money. The study shows the managers have to consider all the factors that affects the turnover intention and make necessary changes in the framed strategies.

The Factor 3 was related to work climate of the steel companies. The result showed that migrant workers focus on work life balance, benefits and work environment of the steel companies. The employees felt that work interferes to fulfil family responsibilities causes an imbalance in work and life. To resolve this the family may expect or encourage the employee to quit. HR managers have to consider the employee timing of work, leisure time, leaves etc. Migrant workers consider payment and benefits as major reason to quit a job. Because money is the only constraint for them. They often quit to take higher payment jobs elsewhere. Almost all the migrant workers are illiterate and have no prior experience in specific field of work. The major indicator for the turnover intention of migrant workers are physical work environment, excess temperature, moisture at work, noise and smell at work, arrangements of workplace without proper safety in the steel companies forces the migrant workers to quit the job. HR managers has to focus on these issues and provide a good work environment to the migrant workers.

The **Factor 4** was related to supervisory factor. The determinants were workload and communication. A number of studies depicted that a feeling of contentment inspired from supervisory support reduces turnover intention (Krackhardt et al., 1981; Cotton & Tuttle, 1986; Lee, 2004). It is the supervisor who assigns work to the migrant workers, he has to ensure each employee should not have excessive work or work that is outside one's capability. Workload is one of the major determinant of turnover intention of migrant workers because the work itself is very hard in the steel manufacturing companies, excess work force them to leave the job. The other determinant is communication between supervisor and migrant workers. Supervisors have direct



contact with the migrant workers, a good communication between them helps to reduce uncertainty in the work.

Factor 5 is developmental factor comprises of job-related stress, training and development and flexible work environment. Steel manufacturing is an industry where safe working procedures are important, as workers face many risks due to the nature of the job. The work environment is often hot and noisy, and work tasks regularly heavy and demanding on the body, and there is an always present risk for crushing injuries and burns. Thus employees feel stress and dissatisfaction in the work. So a strong commitment is required from the management in providing safety and healthy work environment and give priority to provide a pleased work environment and thereby remove stress. Regular training and development is required for the migrant workers to understand and respond to safe system of work. It helps to establish good health and safety practices in the workplace, a business is likely to have more motivated and productive employees, lower absenteeism rates, fewer business disruptions and reductions in the costs of sick pay(Kumar et al., 2018).Steelmaking was a dangerous process and accidents were inevitable, migrant workers are the backbone of this companies, keep in mind the organization has to provide flexible work environment to the employees. Research proved that the flexible working hours contributed to higher job satisfaction, motivation, employee engagement and reduce absenteeism, reducing stress, improving staff morale, and increasing staff motivation to work (Fynes et al., 1998).

CONCLUSION

The study proposed 5 major factors determines the turnover of migrant workers in the steel companies. It was found that the migrant workers are primarily influenced by five major factors, they are Cultural Factors, Personnel Factors, Work Climate, Supervisory Factors and Developmental Factors.The findings of this comprehensive model provide insight into theemployers of the steel companies to focus on the factors that help to reduce employee turnover intention.

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A STUDY ON CAUSATIVE FACTORS OF DOMESTIC VIOLENCE AGAINST MARRIED WOMEN IN PRAKASAM DISTRICT OF ANDHRA PRADESH

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Abstract

Perpetrating and encountering brutality in numerous unpretentious structures causing and suffering mental agony in everyday life, has become methods of our reality in bury individual connections. The pitilessness, the disdain that exists in ourselves is communicated in the misuse of the feeble by the incredible and the craftiness.

The most terrible contributor to the issue is that womenfolk today are not having a sense of security and made sure about even in the family. The idea of *ah, it feels good to be back home*, is no more, as numerous womenfolk endure savagery against themselves by the individuals from the family. Home is no protected spot with regards to forceful conduct. Against this background, the study was conducted in the Prakasam District of Andhra Pradesh to assess the causative factors of domestic violence.

Key words: Agony, Brutality, Womenfolk, Savagery etc.

The causes of domestic violence against women are a complex mixture of social-economic, cultural biological and legal factors that accounts for the rising violence against women. Similar is the conditioning in another sphere also dowry is demanded in marriage because it is considered to be the traditional right of the boy’s family.

The study is taken up in Prakasam district of Andhra Pradesh, where the Domestic Violence Act implemented. The sample of 250 respondents are selected randomly by using simple random sample method. The responses of two and fifty married women are used to understand the respondents’ perceptions towards nature and prevalence of domestic violence. The study is conducted to assess the causes of domestic violence against married women.

Table-1: Age at facing Domestic Violence Vs. Education

Education	At what age did face DV					Total
	< - 18	19 - 23	24 - 28	29 - 33	34 ->	
Illiterate	5	16	40	5	7	73
	2.0%	6.4%	16.0%	2.0%	2.8%	29.2%
1 - 5 Class	1	5	19	7	1	33
	.4%	2.0%	7.6%	2.8%	.4%	13.2%
6 - 10 Class	2	10	54	9	9	84
	.8%	4.0%	21.6%	3.6%	3.6%	33.6%
Inter	3	5	21	3	1	33
	1.2%	2.0%	8.4%	1.2%	.4%	13.2%
Graduate	1	3	19	4	0	27
	.4%	1.2%	7.6%	1.6%	.0%	10.8%
Total	12	39	153	28	18	250
	4.8%	15.6%	61.2%	11.2%	7.2%	100.0%

$\chi^2=17.474$, $df=16$, $P < 0.356$, Not Significant at 0.01 level



The responses of women in the table 1 revealed that 4.8 per cent of the respondents from below 18 years face domestic violence, while 15.6 per cent face in between 19 – 23 years, 61.2 per cent face at 24 – 28 years, 11.2 per cent face at 29 – 33 years and remaining 7.2 per cent of the respondents face domestic violence at 34 years and above years.

The value of P = 0.356 which is higher than 0.05 level. Hence there is no statistically significant difference in education and age at domestic violence.

Table -2:

Ho: There is no significant difference among the women with regard to causes of domestic violence in urban and rural area.

Place of residence	What type of domestic violence did you face			Total
	For dowry	For child less	Doubtful about conjugal relations hip	
Rural	36	3	19	58
	14.4%	1.2%	7.6%	23.2%
Urban	132	19	41	192
	52.8%	7.6%	16.4%	76.8%
Total	168	22	60	250
	67.2%	8.8%	24.0%	100.0%

$\chi^2=3.839, df=2, P < 0.147,$ Not Significant at 0.01 level

Table 2 depicts the reasons for domestic violence. It observed that the majority (67.2 per cent) respondent’s effected domestic violence due to dowry related issues. About 24.0 per cent of the respondents victimised for domestic violence due to doubtful conjugal relationship followed by 8.8 per cent of the respondents are victimised due to for childless and giving birth to girl child repeatedly. It can be concluded that the main cause of domestic violence is dowry related issues such as demand more money, gold ornaments, expecting vehicles etc.

The chi-square table revealed the relationship between place of residence and Purpose of Domestic Violence. There is no relationship between the rural and urban and Purpose of Domestic Violence and there is no statistically significant association at 0.01 levels. Hence, the null hypothesis was accepted and the null hypothesis was rejected.



Table -3: Frequency of violence

Sl. No.		Yes	No	Total N=250
1	Daily	56.8	43.2	100.0
2	Once/Twice a week	34.0	66.0	100.0
3	Once/Twice in a month	32.0	68.0	100.0
4	Number of Times a month	33.2	66.8	100.0
Total Average Percentage		39.0	61.0	100.0

The frequencies of violence among the respondents. It depicts that 56.8 per cent respondents faced violence most of the time daily, whenever 34.0 per cent respondents have faced violence at once in a week or twice in weeks, while 32.0 per cent respondents reported that they have faced violence once/twice in a month and 33.2 per cent respondents said that they have faced physical violence at the number of times in a month.

Viciousness against womenfolk assumes the form of a social problem when it is a repeated action in the family. Consequently, the respondents were asked to state the frequency of violence perpetrated on them.

The analysis of data presented in the table above specifies that the rate of recurrence of domestic violence as equitably distributed over diverse durations.

An overall average, 39.0 per cent of the respondents are facing violence every day or someday regularly by their family members.

Consequently, the responses could be interpreted only as a trend. It can be seen that in maximum cases, the respondents were exposed to violence daily or once or twice in a week.

ANOVAs table – 4
Frequency of Violence Vs. Age

ANOVA						
Frequency of Violence		Sum of Squares	df	Mean Square	F	Sig.
Daily	Between Groups	1.386	2	.693	2.855	.059
	Within Groups	59.958	247	.243		
	Total	61.344	249			
Once/Twice a week	Between Groups	.883	2	.441	1.974	.141
	Within Groups	55.217	247	.224		
	Total	56.100	249			
Once/Twice in a Month	Between Groups	1.193	2	.597	2.770	.065
	Within Groups	53.207	247	.215		
	Total	54.400	249			
Number of Times a Month	Between Groups	.966	2	.483	2.189	.114
	Within Groups	54.478	247	.221		
	Total	55.444	249			

ANOVA Table 4 discussed to find whether there is any significant difference between Frequency of violence by their age. The ANOVA table depicts that the Daily F= 2.855 and P=0.059, Once/Twice a week F=1.974 and P= 0.141, Once/Twice in a



Month $F=2.770$ and $P=0.065$, Number of Times a Month $F=2.189$ and $P=0.114$. It is inferred that there is no significant impact among age-wise categories on the frequency of violence at the 0.01 level.

Table -5: Perpetrators of Violence

Sl. No.	Perpetrators	Yes	No	Total N=250
1	Husband	88.8	11.2	100.0
2	Mother-in-Law	38.0	62.0	100.0
3	Father-in-Law	29.6	70.4	100.0
4	Sister-in-Law	22.8	77.2	100.0
Total Average Percentage		44.8	55.2	100.0

The husbands were chiefly accountable for domestic violence against the respondents in the majority of the families about 88.8 per cent respondents in the majority of the cases, reported husband as the main initiator of violence.

Responses revealed that the mothers-in-law also were the main instigator of violence in the majority of the cases. About 38.0 per cent of mother-in-law is the major instigators of violence.

In the family, the Fathers-in-law were reported as the instigators of violence by only a small number of respondents i.e. 29.6 per cent charged father-in-law responsible for violence them.

The number of cases reporting Sister-in-law as the instigator of violence was about 22.8 per cent are also involved in part of the violence.

In some cases, relatives of the husband were also pinpointed as instigators of violence against respondents in all the areas.

On the whole, 44.8 per cent of the respondents opined that the violence also takes place by instigators of their in-laws and relatives along with their husband etc.

**NOVAs table – 6
Perpetrators of Violence by their Education**

ANOVA						
Perpetrators		Sum of Squares	df	Mean Square	F	Sig.
Husband	Between Groups	.050	1	.050	.502	.479
	Within Groups	24.814	248	.100		
	Total	24.864	249			
Mother-in-Law	Between Groups	.024	1	.024	.102	.749
	Within Groups	58.876	248	.237		
	Total	58.900	249			
Father-in-law	Between Groups	.180	1	.180	.860	.355
	Within Groups	51.916	248	.209		
	Total	52.096	249			
Sister-in-Law	Between Groups	.034	1	.034	.190	.664
	Within Groups	43.970	248	.177		
	Total	44.004	249			



ANOVA has been applied to find whether there is any significant impact of education and Perpetrators of violence. The ANOVA Table 6 described that problems contributed to Husband F= 0.502 and P=0.479, Mother-in-Law F=0.102 and P=0.749, Father-in-law F=0.860 and P=0.355, Sister-in-Law F= 0.190 and P=0.664 and there is no statistically significant impact of education among Perpetrators of violence at 0.01 level. Hence, the research hypothesis was accepted and the null hypothesis was rejected.

Table-7: Dowry given to Bridegroom Vs. Education

Education	Was the dowry given		Total
	Yes	No	
Illiterate	73	0	73
	29.2%	.0%	29.2%
1 - 5 Class	28	5	33
	11.2%	2.0%	13.2%
6 - 10 Class	84	0	84
	33.6%	.0%	33.6%
Inter	33	0	33
	13.2%	.0%	13.2%
Graduate	27	0	27
	10.8%	.0%	10.8%
Total	245	5	250
	98.0%	2.0%	100.0%

$\chi^2=33.550, df=4, P < 0.000, \text{ Significant at } 0.01 \text{ level}$

An exceptional formula of violence borne by women is ‘Dowry Deaths’ and now, the most common one. Having been asked to give dowry and being subjected to dowry demands after marriage were taken as indicators of weak bargaining position for women. The study exposed that 98.0 per cent of the respondents offered dowry for their marriages. About 2.0 per cent of the respondents subjected to not demands for dowry from their husband’s family. This showed that ‘Dowry’ which was once a token for the beautiful ideas of parents and relatives of a bride in a marriage, has gained all characteristics of a market transaction.

The chi-square table indicates that the relationship between education and Dowry given to the Bridegroom. There is a difference of Dowry given to Bridegroom by their education-wise categories (P= 0.000) at 0.01 levels. The results show that there is a statistically significant difference in association with education-wise.

Table-8: Dowry demanded by the husband family Vs. Caste

Caste	Was the dowry demanded by the husband family		Total
	Yes	No	
OC	51	0	51
	20.4%	.0%	20.4%
BC	147	0	147
	58.8%	.0%	58.8%



SC	46	0	46
	18.4%	.0%	18.4%
ST	1	5	6
	.4%	2.0%	2.4%
Total	245	5	250
	98.0%	2.0%	100.0%

$\chi^2=1.859$, $df=2$, $P < 0.395$, Not Significant at 0.01 level

Dowry system is a social norm giving money to bridegroom family. It is demanded by every family when the time of marriage. Table 8 depicts that 98.0 per cent of the bridegrooms received a dowry from the bride family. Whereas 2.0 per cent not received any dowry. It is maybe blood relation nor love marriages.

There is no statically significant association between Dowry demanded by the husband family and caste wise at the 0.01 level. There is a similarity of their opinions on caste wise.

Table-9: Husband’s family satisfied Vs. Place of residence

Place of residence	Was your husband’s family satisfied with the dowry received		Total
	Yes	No	
Rural	45	13	58
	18.0%	5.2%	23.2%
Urban	172	20	192
	68.8%	8.0%	76.8%
Total	217	33	250
	86.8%	13.2%	100.0%

$\chi^2=5.596$, $df=1$, $P < 0.019$, Significant at 0.05 level

However, 86.8 per cent of women reported that their husband families were satisfied with the dowry received. A very small per cent preferred (13.2 per cent) not satisfied with the given dowry.

The chi-square table 9 revealed the relationship between place of residence and the Husband’s family satisfied. There is a difference between rural and urban areas by Husband’s family satisfied. It is a statistically significant association at the 0.05 level.

Table-10: Habit of alcohol Vs. Caste

Caste	Is your husband an alcoholic		Total
	Yes	No	
OC	43	8	51
	17.2%	3.2%	20.4%
BC	123	24	147
	49.2%	9.6%	58.8%
SC	32	14	46
	12.8%	5.6%	18.4%



ST	6	0	6
	2.4%	.0%	2.4%
Total	204	46	250
	81.6%	18.4%	100.0%

$\chi^2=6.461, df=3, P < 0.091, \text{ Not Significant at } 0.01 \text{ level}$

Of all the numerous vices that contribute to the extent of domestic violence, alcoholism and drug addiction are potent. The figures from the data show that the majority among the respondents, (81.6 per cent) of the victims' husbands were alcoholic, and it's followed by 18.4 per cent of the victim's husbands were not alcoholic. The severity of the violence it may cause due to alcoholic.

The chi-square table 10 revealed the relationship between caste and Is your husband an alcoholic. There is no relationship between caste and Is your husband an alcoholic and there is no statistically significant association at 0.01 level.

Table-11: Problem arise due to domestic violence Vs. Religion

Religion	What did you do arise problem due to domestic violence				Total
	Inform parents	Friends	Relatives	Any other	
Hindu	159	11	23	4	197
	63.6%	4.4%	9.2%	1.6%	78.8%
Christian	17	0	3	1	21
	6.8%	.0%	1.2%	.4%	8.4%
Muslims	28	1	2	1	32
	11.2%	.4%	.8%	.4%	12.8%
Total	204	12	28	6	250
	81.6%	4.8%	11.2%	2.4%	100.0%

$\chi^2=3.192, df=6, P < 0.784, \text{ Not Significant at } 0.01 \text{ level}$

It is obvious from the table 11 that the general understanding that an abused woman would first approach the parents and guardian for help is disproved since only 81.6 per cent of respondents approached their parents seeking their intervention in handling the offensive state of affairs.

Table 11 shows that whom to inform after domestic violence arising by their education. Out of 250 respondents, 204 (81.6 per cent) informed to their parents, 4.8 per cent of respondents are informed to friends, 11.2 per cent of respondents are informed to relatives and 2.4 per cent of respondents informed to any other such as neighbours, etc.,



There is no significant association between the religion and problem arises due to domestic violence. The corresponding chi-square value is 3.192 and P-value is 0.784 at 0.05 level.

Conclusion:

Having taken a peek at a delicate subject of “Domestic Violence against married women”, we can detect the significance of conversation of such a point. The changing causes which flash the savagery inside the four walls of homes were investigated cautiously and its belongings were likewise examined. The investigation draws out the significance of having a compromise as a territory of study. The investigation which clarifies the changing status of womenfolk and the general public over these years and the differed components of abusive behaviour at home will be very much positioned in the scholarly region.

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SPEARHEADING THE CHALLENGES AND PITFALL IN RAJASTHAN: ONLINETOOLS IN TEACHING AND LEARNING PROCESSDURING COVID 19

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Abstract:

Year 2020 is really a heartbreaking for the entire world. India is badly affected by the outbreak of disease COVID 19 in the month of march,2020. The rapidly spreading coronavirus has been declared pandemic, spreading all over the country. But as the precautionary measures the Indian government has asked colleges and Universities to shut down until further notice. With the final exams around the corner curriculum completion still pending, the decision of lockdown has disturbed the academics of the students. To overcome this problem various online teaching tools has been emerged to facilitate students during this crucial outbreak so that they can continue their learning uninterrupted during their stay home safe period. This paper intends to find out the difficulties confronted by the students while learning study material online. This study is a qualitative analysis to understand the challenges and pitfall of online teaching and learning process. It proves that online teaching can be used to clarify the doubts during quarantine, but not a convenient method to impart quality education to the students especially in Rajasthan.

Key Words: Online Teaching, Learning , Lock down, Challenges, Teaching Tools.

1. Introduction: Amid Covid-19disrupted academic year, on 24 March when PM of India announced lockdown that still continuous. Suddenly, this outbreak has cancelled classes and examinations. To cope up with this academic forfeit, teachers and students across India ushered towards technological tools enabling online learning through audio and video links, include Zoom, Skype, WhatsApp, Cisco WebEx and many more.

Web-based learning or e-learning has been come in front nowadays as another option during lockdown

to face to face education. As a matter of fact, this outbreak has increased e-learning, not only private schools, colleges and Universities but government is also putting step ahead for promoting e-learning. Indian Government had been introduced e-learning as a tool in the year 2004 when an exclusive satellite for education was launched to promote online teaching and learning.

Though e-learning technology and tools was existing for over a decade, but not given much attention E-learning has grown its significance as an educational tool during COVID 19 outbreak.

1.2E learning Initiatives by Government

E-learning has grown its importance as an educational tool just like technology has developed and progressed over the years. Interestingly, there have been more efforts at



advancing technology than on attempting to understand the needs and learning styles of individual learners and instructional design. The 21st century has seen rapid progress with such things as the Internet and online learning.[1]

To ensure that there is no commotion in the education and students can get full-access to classes, like before, A panel discussion was organized by the education ministers on 22 April 2020. In this panel discussion HRD Minister Ramesh Pokhriyal advises students to carry on with their studies using the digital learning platforms that offers more than 1900 courses of various fields, taught by 1300 subject Experts and more than 60,000 videos are uploaded in 10 languages to facilitate the students learning. The digital learning portals not only help the students to get full access to the study material but also allow them to engage in online classes and interact with the teachers like the physical classroom setting. Exceptional digital initiatives launched by Ministry of HRD for school students and college students of UG and PG level education.

1.2.1 Shagun: It is an online portal under which the School Education in the Government of India and all states have launched various e-learning platforms. There are 3 e-learning platforms which comes under SHAGUN

- NREOE : It's a self-learning module in which Students get an exposure to participate in online events can access e-libraries, e-books, e-courses in both Hindi and English
- DIKSHA :Portal specifically designed for the teachers with more than 80000 e books in multiple language.
- e-Pathshala :It has milenge of audios Videos and e books to facilitate students learning.

1.2.2 SWAYAM: An initiative to access study material in the form of Video lectures, reading material, self-assessment tests, online discussions and doubt sessions, handling by top educational bodies subject experts.

- **Swayam Prabha** :collection of 32 DTH channels which run 24 hours for the students in around 10 languages to resort the doubts of the students.
- **National Academic Depository (NAD)** run by UGC that has tie up with approximately 55 school boards, 359 state universities, 123 deemed universities, 47 central universities and 260 private universities.
- **National Digital Library of India** run by Ministry of Human Resource Development (MHRD) provides content to school students as well as to the students pursuing higher education and Ph.D. level education.
- **Virtual Labs** :Aconglomeration of 12 IITs which aim to shell out online classes and study depository through Virtual labs wherein 700+ virtual experiments are designed and promoted for the aspirants to study and understand.

There are numerous initiatives and programs launched by Government of India. In the same Line, Skill enhancement and Vocational programs are also available to transform students' job ready. Subsequently, Govt. joined hands with DD National as well as all India Radio to broadcast study material for a rural background student. Government is putting its heart and soul to uplift the education during lockdown, and engrossed weaker



to meritorious students in the virtual classroom. Interestingly till date 3 crore and 74 lakh students and 14 lakh teachers were signed up for the SWAYAM courses and other.

2 Rise of online learning platforms in schools, colleges and Universities

In this epoch, when everyone is affected by the threat of Coronavirus the education sector is highly pretentious, with this realization schools, colleges, universities and coaching centers are scrambling to provide online classes to their students so that they can resume academics without much gap, once the crisis is over. But as per the assumptions COVID 19 has mushroomed from one region to another at alarming speed, thus it is apparent that this lockdown going away anytime soon. At such time, e learning applications brought revolutionary change in teaching pedagogy.

It's not just School or university learning that is going online even the test preparation segment for various government and banking jobs have taken it to the next level by introducing free online courses. The complete education network has brought together to ensure that the students do not face problems in learning during lockdown. At the same time, teachers and educators are giving free access to their tools and technologies, this is the finest opportunity for the learners to utilize this outbreak resourcefully.

It's not only schools, colleges and Universities, that engrossing the students in studies but coaching centers are also scrambling free online courses for all competitive exam aspirants across the country. COVID 19 has robust the teaching technology, this outbreak has divided the world AC (after Corona) and BC (before Corona), Surprisingly the teachers who are camera shy all of a sudden started using technology. It seems there is no dearth of online resources. Traditional classrooms are shifted towards virtual classrooms in the month of March but most of the teachers are not effective and had apathy towards online teaching.

However, there are ample of applications that are handy for e-teaching and learning. Few explored Zoom WebEx, google meet and many more e-learning platform. In this robust, there are some paragon of live classes like Unacademy for competitive exams, BYJU's tuition for school students and Whitehat.com coding classes have changed the milieu of education.

3. Challenges and Pitfall in Online Classes

Post COVID 19 scenario would change the teaching pedagogy, the virtual classroom trend has scaled up rapidly. As more and more learners latch on to the bandwagon, the trend will continue even after the current Scenario. But the success of online courses depends on the engagement of all the students. For instance, conducting a chemical analysis in an online mode could not be possible. Along with this it is not feasible to conduct lab-based experiment. Also, it is really quixotic to guide medical students for surgery or any kind of operation via virtual classroom. This is the phase for the privileged students.

India is a country where maximum learners are under privilege. Nearly 63 % of student's strength are studying in Government and municipal schools are staring disruptions in their studies without access to mobiles, internet and laptops or desktops. Although the government has taken several initiatives where the students can access studies through Television, broadcast and Radio but reality is quite different. Several families are struggling to feed their children, how can they bridge the digital gap. Some said they do not know how to use phone, while some parents are engaged in essential



services thus taking mobiles with them. There are the students who has an assess of all the things but unable to get the topics in virtual classroom.

4. Cases reflecting problems at Government and Municipal schools

1. I have come across several cases through interview which clearly reflects that online Education can retort higher middle class and rich people not middle class and poor people. As per the government teacher the very first problem is, they do not have contact details of the students so it is very difficult to contact them. Interestingly she explains that there is no computer in the school where data could be saved.

2. Interaction with the parents whose students are studying in government colleges. They were in very pathetic condition as they do not have enough food to eat as the business or their shops had been closed earlier and now customers are very few. They were very sad that their ward can not able to study due to lack of resources.

3. There is another group of parents who are poor framers and not having android mobile phones, television and not even radio. Their life is completely depending on farming, moreover they are uneducated too. However, they are very keen to tech their children but this online education system has crumbled all their dreams and they do not have any resource to access these classes.

4. A mathematics teacher from a jaipur municipal school agreed to teach online but teaching subject like mathematics virtually is a herculean task for her. She stated taking classes with video calls but still it is really difficult for her to evaluate the students. Its only one-way delivery because students are not getting anything. It is again an epitome of pitfall of online classes.

5. Yatharth and his sister Nancy are students of Class 8 and Class 10, respectively, in government school of Rupaheli. Their parents are vegetables seller and earning livelihood daily. Yatharth, who wants to be a police officer is very sad as he did not attend a single class since March because they do not have money to recharge mobile data.

6. Lakhan Singh is, a laborer in Sareri, don't know how to access WhatsApp, his son has explained him how to use it but still it doesn't work as their village is not having connectivity of internet so there has been no class so far.

5. Conclusion

After interviewing all these people, it has been identified that the problems of limited resources and poor connectivity are intensified for the less privileged and rural students. Rural students are Spearheading the Challenges and Pitfall of Online Tools in Teaching and Learning Process. The crisis has been accelerated in the villages during COVID 19. Tremendous facilities are required in the rural villages especially in the context of education. Familiarization and development in the IT sector should not be confined to the metro cities but it should spread its wings to the rural areas as well.



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WORK EDUCATION FOR PANDEMIC MANAGEMENT AT SCHOOL LEVEL: A SPECIAL CONTEXT OF COVID-19 IN INDIA

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1.1 Introduction

Human activities during the whole cycle of life based upon the education acquired in a qualitative manner at the time of crucial learning age. Usually education structure defined in standard circumstances irrespective of natural hazards, but modern education strategies included deprived centric, availability of education for all in inaccessible and hazard prone areas. The COVID-19 outbreak in the world has pulled attention of policy makers, governments and various organisations, due to its hazard intensity and potential impact on learning. However, people have adopted new platforms and ideas of formal learning and schooling. Apart from the education, COVID-19 has also created a challenge to administration officials and teachers in the terms of outcome-oriented education. A proper trained human resource in crisis and hazard challenge can perform better than a usual trained with efficient response in COVID-19 like situations and disasters. It is very acute to overcome these disasters by proper training skills, knowledge and innovation, technology aided platforms, preparedness to hazards, crisis and risk management skills, mental efficiency management, interlinking of policies and legislative tools along with Edu-tech companies, public private organisations.

The pandemic of COVID-19 impacted the education sector badly and resulted into shutdown of 60% schools in the world, which has kept out the schools nearly 1.5 billion students. During the pandemic the definition of work education and the structure of education has shifted remarkably, which has resulted into distance learning, e-learning by software aided technology platforms. The disruption in the initial stages of learning can affect the whole cycle of learning specially in school education. Many researchers analyse this pandemic, a paradigm shifting in the learning in the context of a rapid increase in e-learning, which is decentralised and time saving. But technology aided learning is not always equally beneficial to deprived section of poor people and society in developing countries like India, due to unavailability of gadgets and internet facility. The UNESCO has released a strategy paper for schooling education in the disastrous condition for risk management to avail the education in crisis areas, which is also significant in the current pandemic COVID-19.

1.2 Definition of Work Education in Health Emergencies

Work education is defined usually a collective manual effort in the education structure and process. It is an organized aspect of learning, which includes various services, work and practices. Its benefits to society in many terms and sectors comprising various stages of learning along with well-designed and well layered education strategy. The major focus areas of work education are skill and knowledge structure, orientation of



knowledge, outcome-based approach, harnessing of value system and life-learning practices. The basic thrust areas of work education have broadened in COVID-19 pandemic, which covers continuity of services, accessibility of work, widened and spread benefits among the followings:

- Practices and work related to necessities of people individually like Medicare and healthiness, hygienic aspects, healthy living, basic needs like cloth, sanitation etc.
- Balance between work at office, campus and work from home in this pandemic keeping social distancing.
- Classroom teaching and school activities with at least 6-meter distancing, integration of learning practices and extracurricular activities
- Working on aided and supplementary subject like social work, art, poetry, vocal skills, physical and environment education, practical science etc.
- Working with society with people centric approach selflessness-oriented service.
- Working on vocational training, productivity teaching, utility goods, harnessing new method of production in pandemic like situations and exploring new opportunity.

The national education policy of 1986 introduced work education as outcome-oriented practices and services for the people's development. The new education policy of 2020 also underlines the importance of work education, especially in thrust areas. The NEP 2020 focuses on 'earning with learning' concept selectively.

1.3 Review of Literature

Kumar Parvat, Jena, 2020 describes the learning in lockdown period in India, with comparative study between lockdown strategies of developed and developing countries. Mishra, Kamlesh, 2020 states in his paper about new age opportunities and challenge in COVID-19, where most of the educational institutes were shut down.

The former human resource development ministry of India initiated various platforms through a strategy paper, which includes e-vidyadaan, e-diksha portal, e-vidhyanjali etc. The paper contributed to develop an understand the nature of work education.

Ahn, J. and McEachin, A.J., 2017, expressed views on online learning via online schools. The CBSE strategy paper on work education was very useful in writing the paper in terms of nature, component of work education in COVID-19 like situations.

1.4 Research Methodology

This study focuses on work education in health emergencies for the purpose of sensitization and capacity building of students and society. Articles on work education, online teaching, impact of hazards on education were referred as primary resource. Other primary resources were newspaper articles, news bulletins, media debates on various platforms and academicians, authentic web platforms, public policies of state and central governments. Many non-government organisations contributed to work education, their policies and strategies also has been referred. Some information has



been also taken from UNESCO and world health organisation periodicals and reports on COVID-19.

1.5 Area and Objectives of Study

This research paper focuses on following objectives:

- To understand the nature of work education in health emergencies like COVID-19.
- To explore the new opportunities in learning through work education.
- To examine the role of work education for the society and students along with strategies.

1.6 Major Sectors of Work Education in COVID-19

- Nutritional training- It includes food, supplements, their functionalities, proper dieting, disease related to food and dietary deficiency, availing aspect of food, habits, nutrition awareness, food storage etc. The COVID-19 pandemic assumed to be spread by an unhealthy food habit in china. After the spread of the pandemic, people are applying different immune efficient diets, which is helpful in fighting against virus attack. In India, most of the population is not aware about food and nutritional efficiency, it can be done by government advertising, social media campaign, motivation building of student, guide students to spread awareness at home.
- Health Andragogy is an essential part of work education, which includes preventive behaviour, reaction towards pandemic, reaction towards initial infection, self-isolation, physical work out to stay strong. In the COVID-19, work education can play significant role by teaching break the chain rule, washing hands and sanitising surrounding places, discipline of isolation, distancing rule etc.
- ICT Training- Computer technology has changed the concept of learning without blackboard. The disruption of usual living in normal life by covid-19, the world has shifted toward virtual activities. Many educational institutions adopted new methods of teaching through various platforms. There are various levels of learning and teaching like primary and higher education. In the higher education, it's easy to manage student in learning due to their inclination of study, but initial and elementary education to school children has different difficulty levels. Many stakeholders are playing their role at various stages through integration of platforms by organisations and government. The government of India has launched many e-platforms, new channels dedicated to e-learning.

The distribution of resources for learning are unequally in Indian scenario viz access to e-learning platforms, availability of internet facilities etc. The resources are the hegemony of big schools and institutions especially concentrated in urban areas. The disparity between rural-urban and elite-deprived people makes the pandemic more disastrous to rural and poor people in the terms of learning. In COVID-19 many labourer and poor government school children have migrated from various places, many school children left out the schools. Many civil organisations are reaching out to help these people by health awareness, support for education and livelihood. Approximately 85% migrants do not have access to



laptop, 37% of migrant labourer does not own smart gadgets. The system of e-learning may not be gender equitable in Indian society for girls, because girls are willing to do housekeeping works at home rather than boys.

Keeping aforementioned, work education for ICT enabled includes following:

- Identification of target students- those students does not have access to gadgets, internet unavailability etc
- Formation of student groups- it can be done area specific, which will be helpful in group devices like a laptop for 5 students.
- Integration of resources- Various government led initiatives and private efforts can be integrated for better outcome.
- Increased Facility- In 2019, there was only 24% of rural households were connected by internet facility, where the figure was 42% in urban households. So Bharatnet program should be accelerated and widen in the reach. Educational institutions can also contribute by providing gadgets and internet individual basis.
- Livelihood Training- Apart from the syllabus, parents of poor students should give guide and training on the learning platforms, where students can assist the parents in financial crisis. Teachers and school administration should be assisted by government initiatives, policies for upliftment during the COVID-19.

1.7 Work Education Objectives in Pandemic or Health Emergencies

Activities related to work education are very crucial in natural disasters including COVID-19 like situations. Objectives of critical work education should be as follow:

Intelligence and Cognitive aspect

- i. Recognize the requirements of student and his family including society related to hunger, food, shelter, medical facilities, disease consultation, viral infection, awareness of virus spread and preparedness
- ii. Engage and motivate students, teachers, school staff etc for emergency situations, sanitation, people awareness promotion for community benefits.
- iii. Most of the parents of poor students are financially affected in COVID-19, so alternative livelihood sources, machinery, training, skills etc. can be a relief to the families.
- iv. Develop the understanding scientific improvisation, knowledge, theories in different form of practices.
- v. Understanding the policies, their effect, maintain productivity in harsh conditions, value addition etc.
- vi. Skill and technology enhancement, innovation, upgradation, artistic skill development etc.

Psychological Aspect

Skill development for selecting the effective methods of production, learning, distribution of learning and livelihood resources, tools and equipment like e-platforms.

- i. Developing the skills for quick reactions in crisis situations, problem solving attitude, application of existing knowledge, efficient use of available resources.
 - ii. Maintain social harmony in isolation and distancing situation, calmness, mutual cooperation in community, helping needy people.
-



- iii. Spread and sharing of knowledge and skills for productivity enhancement.
- iv. Development of creative skills, exploring innovations.

Non-Cognitive Aspect

- i. Attain respect to COVID-19 warriors, sanitation workers, engaged organisations and various stakeholders.
- ii. Teach desired values and ethos, which are crucial in a society for selflessness, helping behaviour, cooperation, mutual development and upliftment, secularism, tolerance, compassion, kindness towards infected people keeping proper distancing.
- iii. Maintain balance and continuity in learning, work habit, modesty to people, understanding duties as a citizen, cooperate administration, timely check-ups, helping medical officers.
- iv. Enhancement of self-esteem, strong mental state, life longevity motivation.
- v. Understanding the nature and requirement of mother earth and environment, sensitivity, responsibility towards environment. Learning efficient use of natural resources, feel the beauty of nature.
- vi. Understanding the social fabric of the community, spread awareness and improvement in social economical concerns of community
- vii. Escalate the pandemic management service and efforts.

1.8 Nature of Work Education learning in COVID-19

Work education is not only spending time on services, it includes a proper execution of services with integration of schools and various stakeholders. On the primary level, it should be integrated with crisis management, viral spread emergency, preparedness with environmental concerns. It should also contain first aid skills, hygiene habits, distancing rules, playing outdoor games with distancing etc. At the secondary and senior level, students should be encouraged for self-volunteering, self-isolation discipline, helping older family members in use of various gadgets, improving digital skills of e-banking, transactions, promotion government initiatives for COVID-19 etc. Senior level students can develop interest in evolving gaming app, digital robotics, software programming, coding as per initiated by Indian government. The nature of work education practices can be divided into two parts as following:

- Basic Area- where students can engage yourself with providing basic needs of society, neighbouring people through instruction given by online classes on compulsory basis and compulsory evaluation.
- Optional Area- these activities can be chosen by students individually according to their capacity and availing situation.

1.9 Measures of selecting work education practices in COVID-19

According to this paper, work education has a wider base in the terms of concern areas, which can be illustrated as core and optional along with cognitive and non-cognitive areas. Academic institutions have different curriculum for work education at individual level, they can set their own areas of work according to the level of student and based upon needs. However, schools should consider following activities in the pandemic to fight the health emergency resulting into multisectoral crisis, list is not exhaustive:



- All needy students and their families should be engaged in services and their benefits, especially the vulnerable section of society.
- The work activity must be in proper design, that can contribute society in health preparedness and health enhancement.
- Activities should be in accordance of learning capacity of the students at all level.
- Students have different interest levels, so it should be also in accordance with it.
- They should be taught de-infesting techniques, sanitizing methods, use of preventive kits etc.
- It must be easily accessible to all students, other school staff including teachers.
- It should have contain identifying the problem, rectifying problem, all level participation producing qualitative outcome.

1.10 Work Education Management in Health Crisis

For the better outcomes, work education program should be implemented effectively at different levels with following dimensions:

- A structured design of work activities
- Duration and continuity of activities
- Resource availability like finance, materials, equipment
- Availability of trained human resources
- Teacher training programs
- Monitoring and evaluation of activities
- Defined accountability of teachers and heads of the institution

These tasks can be done by webinar and google meet discussion, planning at institutional level through ICT platforms, supervision and coordination of practices, motivational programmes and feedback solutions.

1.11 Approaches to Promote Work Education Activities in COVID-19

Organized and rigorous exertions are very essential for elevation of work education practice programmes. Some measures can be followed to achieve the satisfaction in applying work education for pandemic hazards as following:

Fixing Civic Participation

An apparatus of contribution by establishing a sagacity of consciousness between the society is essential. A pool of intellectual people in society can contribute through motivation and webinar programmes with linkages between schools, government and society.

Cognizance Campaigns

Awareness programs should be run by various stakeholders on social media, sponsored platforms, advertisement tools. To expand the impact non-government organisation should be considered as key tools.

Allied Approaches

Alignment of society, parents and teachers including student counselling. Formation of adhoc committee specialised with health experts, doctors and civil society can also play



a vital role in monitoring and execution of services. Engaging state education officials, departments, machinery are also crucial for the proper implementation.

1.12A Case Study: 'BreaktheChain' Campaign of Kerala

In the spread of COVID-19 across the India many states reacted differently, where state of Kerala adopted work education-based approach by government and people's organisation "KSSM". They initiated a campaign "Break the Chain" for mass hand washing and sanitisation. The program focuses on educating people about the essentiality of societal and individual hygiene. Kerala government has established many waters taps at various centres and level like railway stations, markets, public roads on exit and entry points. These centres also equipped with sanitisers, preventive instruction kits with awareness consultation. Volunteers and civil society contributed in urging people to break the chain of coronavirus spread. School children were given leaderships charges the make the change as ambassadors of COVID-19 crisis.

The recent buoyancy in infected case, Kerala government is promoting and motivating school children to take the charge of change through family level preventive awareness. Children are promoting awareness through making the posters, video shooting and another innovative technique. These activities will be considered as their academic grading and will be evaluated by schools, and 10 ambassadors will be selected to state level. The General Education Department will collect these and send them to the Break-the-Chain campaign committee of the KSSM.

1.13 Conclusion

COVID-19 witnessed a humanitarian and natural helplessness in various sectors of world including education sector. People and institutions came up with exploration of new tool like open and distance learning. The new education policy contrasts on outcome education at different levels with skill development enabled learning. Work education is a vital part of knowledge acquirement, stated clearly by NEP 2020, which can play an important role in societal development and harmony in disasters. It should be designed on the basis of requirement at different levels through well layered programs. The new education policy also suggests that work education should be concentrated towards cognitive level of students, their requirement, efficiency and outcomes for the society. The elementary level of education is crucial for attitude development, fundamental building of students, which will work as a milestone at upper stages. Another stage at secondary level should be comprised by nourishment in skills programme with vocational learning. The program should contain three stages primary, secondary and senior level as optional and compulsory basis to get into workforce.

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AN UNDERSTANDING OF SOCIO-ECONOMIC CONDITION OF COBBLER COMMUNITY: A CASE STUDY OF PRAYAGRAJ CITY

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Abstract:

Diversified Castes and customs had been created diversified Folk-occupational structure in ancient India. Mochi (Cobbler) were one of the prominent professional in ancient India and their leather craftsmanship is still in practice as a folk occupation in modern India too. But unfortunately, the socio-economic status of this section is not satisfactory and inhumane behaviour, negligence and side line from the main development streams are their main challenges. In this particular primary data-based study focus on socio-economic conditions and livelihood status of cobblers and also find out their recent problems which they have been experienced and suggest some outcomes to solve their problems.

Keywords: - Cobbler. Socio-Economic, Livelihood, Perception, Caste

I- Introduction

Indian society is a composition of caste and creed. The caste-based hierarchy prevailing in the society since ancient age. The profession of socially divided caste is inherited and intergenerational. According to the proto historian the ancient Indian society was an egalitarian society, and the profession were adopted according to skills. Later on, the societal structure had been changed and converted in upper and lower section. The people who were involved in day to day life and domestic/ agriculture activities socially neglected in certain time period and their professions considered as very low-grade work. In this social structure we find one of the most dejected caste 'Karmkar' or 'Charmkar' who engaged in leather collecting, shoe making activities. The passive and rude attitude of the upper class of the society and even government towards their work enhance the challenges and forced them to live a miserable and pitiful life. After the seventy years of independence this caste-based craft man or Mochi are still struggling to earn their livelihood and little respect from the society. The present study highlights the socio-economic status with behavioural approach in their working condition, their perception towards customer of Alanganj, Bank road, Katra and Mumfordganj area of Prayagraj.

II- Background of the study

Cobbler profession is the oldest profession in India, the cobblers originally came under the craftsmanship category. In ancient times, they were the only source for people to get shoes. These cobblers are specialised to make different kind of footwear such as chappal, leather shoes and stitch down footwears (Tapas pal 2011). Cobbler profession is fully manual as they use hand operated tools only. Usually cobblers belong to a heredity caste or clan who specialize in repairing shoes. Due to our society's untouchable behaviour, they are staying in specific pockets of any urban area (far away



from main urban hub) & they cannot engage in other occupation in our society. In respect of socio- economic, behavioural sphere they are differing from other clan of society and Indian social history has been bearing this episode with inequality status. The modern society do not show the modernity towards these socially excluded people to consider them as an equal social status. Indian urban centres, where a number of elite people enjoy classic life comfortably & simultaneously there is also co-existence of a group of people who are socially, economically, politically and culturally suppressed and dejected.

III- Brief literature review: -

The caste structure in India is very multifaceted. Work is divided on the basis of caste system which compelled most of the people in miserable condition. (Tapas pal 2011) paper highlighted about cobbler's socio-economic status with behavioural approach in their working condition in Bolpur town in west Bengal and also described their perception on customer and problems related their profession. According to (D.Souza, S.Victor, 1962), The Scheduled Castes are categorized by lowest, social status in the caste hierarchy, as well as by low socio-economic conditions. He advocates the improvement in the socio-economic conditions of the Scheduled Castes would automatically raise their social status. (Thorat, Sukhadeo and Mahamallik, Motilal, 2006) paper highlighted about a huge section of the Indian population establishes such groups, which include SCs, STs, OBCs and the Muslims, and others. There is still noticeable inequality among Marginalized and (Scheduled Caste and Tribes) the mainstream population in case of major human development and socio-economic variables. Apart from other factors multiple deprivation faced particularly by the scheduled castes made them most deprived group in India. It has also been accepted that the inherently institutionalized nature of the caste system hinders access to various rights to development for SCs and results in their severe economic distress. (Saha, Priya and Paul, Nath, Rathindra, 2009) paper discussed about 'untouchable' and socially excluded class in the society and being discriminated by the society since their history and that is the main cause of their segregated living within the society. Das & Hossain (2015) studied the socio-economic status of Cobbler community in Tripura state and found that, the cobbler community is low in numbers, live in a cluster in slums of the towns, cities and carry their occupation as cobbler, their income is very meagre etc. Kumar (2018) paper focused the different identified risk faced by cobblers during their work like sensation in hand/fingers & feet, swelling around neck and shoulder area caused due to continuous bending during work and carrying of tool box was also an identified problem. Saha and Paul (2009) described that the cobbler community is neglected in society because of low education rate and mental barriers.

IV- Objectives: The objectives of this study comprise the following-

1. To understand the socio-economic conditions and livelihood status of cobblers in the study area.
2. To find out their recent problems which they have been experienced and suggest some outcomes to solve their problems.



V- Significance of the study-

Due to the insufficient quantitative data regarding the cobblers, the qualitative data have been collected and used to cover the perception of customers towards them, their earning for livelihood and social status. Through the proper analysis of the qualitative data, an insight has developed to understand the various aspects of cobbler's life.

VI- Data Sources and Methodology

The present study is based on primary data. In this study 30 sample have been collected through the personal interview method. Information is attained through interview and discussion method. Random sampling method is used to collect information.

VII- Result and Discussion: -

Table-1 Social status of cobbler

Parameters	Sub parameters	Frequency	Percentage
Gender	Male	30	100
	Female	00	00
Family type	Nuclear	24	80
	Joint	06	20
Religion	Hindu	30	100
	Others	00	00
caste	Ravidas	18	60
	Gautam	11	36.6
	Others	01	3.4
Marital status	Married	27	90
	Unmarried	03	10
Age	15-25	11	36.6
	26-40	13	43.34
	40 and above	06	20
Level of education	Illiterate	12	40
	Primary	16	53.4
	Secondary	02	6.66
	Matric and above	00	00

Source: Author own calculation based on primary survey



A- Social Status:

- 1- **Gender:** -females are not involve directly in this profession, but they work as a cleaner or domestic assistance in various places to earn subsidiary income for their family. They are also facing male dominancy in the all aspect of their life.
- 2- **Family type:** Usually a cobbler is the main earning person of the family. He earns as well as dominates the household. Seldom, it is found that parents of the cobblers also contribute in the process of earning to encounter the poverty they have to face. Commonly women manage the family with their children and older persons and they have to perform almost all the household activities. The family of the cobblers is primarily nuclear which includes 4-6 members. Joint families and families headed by women are only 20 percent. The entire family character bears traditional form of Indian society.
- 3- **Religion:** All the respondents of the study area are belonging to the Hindu religion but their profession is not limited by the any specific religious cults. Role of religion is trivial in this profession.
- 4- **Caste:** Most of the cobblers & their family belong to lower caste of Hindu religion. Their social standard is very low in caste-based division of Hindu's society. The cobblers or Mochi facing social discrimination and cultural negligence due to their caste. Their social family life isseparated from the main and leading groups of the society. They are not enjoying all the social, cultural and economic right of Hindu religion because of their caste. Most of the cobblers come from Charmkar caste which divided in sub caste like- Gautam, Ravidaas, etc. This caste is also recognized in untouchable series of Hindu caste system before the independence and some people are still facing this type of social evil.
- 5- **Age** -The eternal poverty compelled the children in very early age to earn their livelihood. numbers of young professional under the age of 30 involved in this profession. Almost 80 percent cobblers could not get the education or other specific skill due to over burden of poverty in early age.
- 6- **Educational status:** Their Interest towards education is very less due to their poor economic and higheducational expenses. So, they are not intended towards education. Most of the cobblers are illiterate or nominal educated. This is not a good signal for their future generation and inclusive growth of modern society
- 7- **Nature of work** - Cobblers are mostly involved throughout year in their work. The availability of work increases in winter season. Their working places are nearby Chauraha and footpath of any busy market place. Some of the young professionals works in railway station premises and in moving train too, because they are fit for work along with journey. Not a single female cobbler found in the study area. It seems that female is maintaining the certain system of their traditional family life.

B- Economic status:

During the survey and after the analysis of sample, it has been found that economic status of cobbler community is very unsatisfactory and the entire professional are anyhow earning their living cost to feed their family. Their income pattern is non-stagnant and daily income also very uncertain. Availability of customer, their attitudes towards cobbler and timing of the work play very important role to determine their per



day income. Weather also play a crucial role to determine their earnings. The following data shows an average outlook of their income pattern.

Table- 2 level of income per day

SN	Income pattern	Seasons	Income per day (average) in Rs.
1	Highest	winterseason	300-350
2	Lowest	Summer season	100-130
3	Average	Rainy season	120-160

Source: Author own calculation based on primary survey

Insummer, the income rate slightly decreasesbecause in this time people do not prefer leather shoes due to hot weather. Sandal and chappalsmaintenance cost are lower than shoes and customer barely prefer to repairing these things. Winter seasons provide slightly better market due to increasing demand of leather product like shoes, belt, jacket etc.

C- Other economic aspects:

The Mochi/ cobbler of the study area are very dedicated anddo not have any other occupational options due to poverty and unskilled personality. The major problem of this professional is unavailability of work. Some time they spend 10-12 hours at their work place but they hardly receive any costumer. So, the key issues are centralised on availability of customer. Their main work and the cost of their activities also explain their unhappy economic condition. The following table shows the activities and payment of these professionals.

Table 3: Cost structure related cobbling

SN	Activities	Earnings (Rs. for one time)
1	Sandal or Boot polish	20
2	Soal change	200-250
3	Partial stitching of sandal or shoes	10
4	Change of chain of bags	Depends on bag size
5	Stitching of Bags	25
6	Change of belts of bags	30
7	Umbrella repairing (handle changing or stitching)	15-20

Source: Author own calculation based on primary survey

D- Perception of cobblers to their surrounding society

Perception which reflects the norm of mental thinking about any concept where interaction play a vital role. About educational accessibility, they want to adopt it but their economy do not support it & also they know it. About to access the modern items in their life, they think that items are not made for them. These professionals are not able to save for future and hardly feed whole family by daily earning. This is hereditary skill for the mochi community but they do not want to involve their coming generation in this pathetic profession.



VIII- Problems related cobbler's life

- Lack of regular and sufficient work at their work place.
- Very low living standard due to poor economic condition
- Ignorance from the society, they don't receive proper respect from society and well recognition for their works.
- Low level of morale to adopt new profession
- Uneducated cobbler's society, economic negligence and unawareness towards the governmental program makes their condition miserable. In the study area, not a single respondent known any government plan for them.

IX- Suggestions

- I. The government scheme is not reachable towards them. They are unaware about the very common welfare scheme like Pradhan Mantri Awas Yojana, DeenDayalAntyodaya Yojana, Ayushman Bharat Yojana etc. Government should try to vertically identify such a suppress class people and provide the benefit of various welfare schemes.
- II. Their children are not getting proper education despite of right to education, the reservation of 25% seats of private and public school. School management are not happily taught the cobblers wards. Their educational right should be ensured by the government agency.
- III. The cobbler should give proper respect by the society. Their work is also very important like any other work. Our society should change their conservatives and rigid ill mentality towards their profession.
- IV. Social recognition and respect for their works can boost their confidence and such a way, they can shift themselves in new working sector to eradicate their problems of insufficient work during the off season.

X- Conclusion

This study has focused on the socio-economic status of the cobbler community of the various area of Prayagraj city and tried to identify the daily problem theyface in their own life. The study highlights the educational backwardness, poor level of earning, social disrespect and lack of self-esteem towards their own work. The study could be helpful to design a development programmes for upliftment of these poor, socially neglected and hardworking citizen of our country. Itcould also urge in-depth studies in future.

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ASSESSMENT STRATEGIES FOR OUTCOME-BASED EDUCATION – AN EMPIRICAL APPROACH

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Abstract

The Outcome Based Education (OBE) also known as standard based education that bases each part of an education system around goals or outcomes. Literally OBE means clearly focusing and shaping everything in an education system around what is essential for all students to be able to do successfully at the end of their learning experience. Further OBE shifts the focus in education from teaching to learning. This paper tackles important implications of carrying out the framework for the practice and methods of assessment and evaluation of student's performance in the Institutions.

Keywords: Outcome based education, Outcomes, Teaching, Learning, Assessment, and Evaluation

Introduction

The Outcome Based Education (OBE) is a student centric curriculum design and instruction model that focuses on, what the students can actually do after they are taught. The system which leads to the development of outcome-based curriculum, delivery of content through the outcome-based teaching and learning and checking the attainment through the outcome-based assessment and evaluation. So, it is a cyclic process which leads to continuous improvement towards excellence.

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction and assessment to make sure this learning ultimately happens. The four basic principles are (Spady, 1994)

- **Clear focus** - This means that everything teachers do must be clearly focused on what they want students to know, understand and be able to do.
- **Plan down** -It means that the curriculum design must start with a clear definition of the intended outcomes that students are to achieve by the end of the program.
- **High anticipation**- It means that teachers should establish high, challenging standards of performance in order to encourage students to engage deeply in what they are learning.
- **Expanded openings**-Teachers must strive to provide expanded opportunities for all students. This principle is based on the idea that not all learners can learn the same thing in the same way and in the same time.

OBE Philosophy

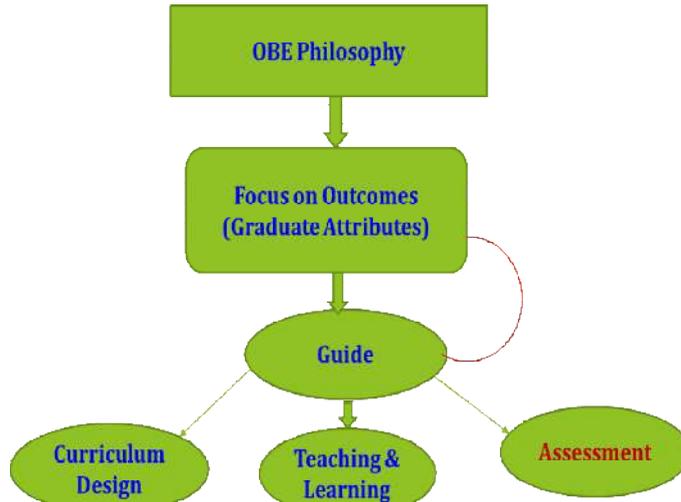


Fig.1 OBE Philosophy

Elements of OBE

The process to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The following are the major elements of OBE process,

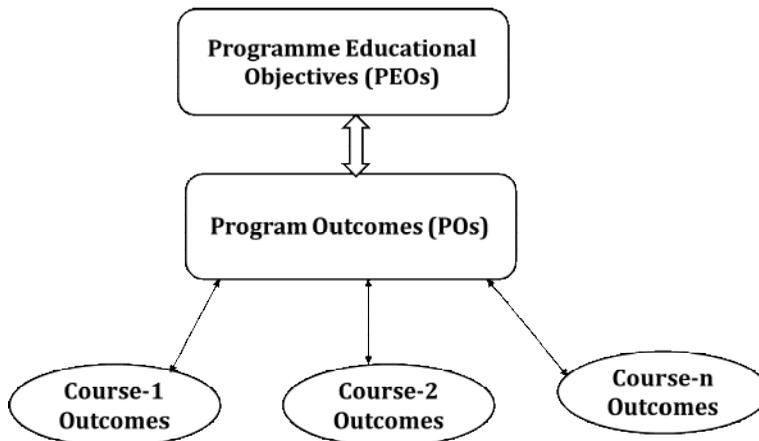


Fig.2 Element of OBE



Programme Educational Objectives (PEOs) - Few years after Graduation – 4 to 5 years

PEOS describes the expected achievements of graduates within first few years of their graduation from the program.

Program Outcomes (POs) – Upon graduation

Student capability at the end of graduation.

Course Outcomes (COs) - Upon course completion

CO is a detailed description of what a student must be able to do at the end of course.

Every course can have four to six COs, each CO can map with maximum of three POs.

Outcome Based Assessment

The method of assessment of the candidates during the program is left for the institution to decide. The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations, Employer/Alumni Feedback etc.. These course outcomes are mapped to Graduate attributes and Program outcomes based on relevance. This evaluation pattern helps the institutions to measure the Program Outcome. The Program Educational Objective is measure through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and higher education records.

The adoption of OBE at engineering institutions is considered to be a great step forward for higher education in India but the actual success lies in the effective adoption and stringent accreditation process to ensure the quality of education is maintained

Assessment leads to learning and is defined as a process to identify, collect and prepare the data necessary for evaluation.The evaluation is a process of interpreting the data acquired through the assessment process in order to determine how well the PEOs and POs are being attained.

- **Types of assessments**
 - **Direct Assessment** - Directly give some work to the students and conduct Tests and Exams to collect the information.
 - **Indirect Assessments** – The students have already completed the Course / Program.

• **Assessments Methods and tools**

The following are the methods and tools mainly used for the OBE assessments,

Direct Assessment	Indirect Assessment
Using measurable performance indicators of students <ul style="list-style-type: none"> ➤ Tests ➤ Assignments ➤ Projects ➤ Tutorials ➤ Lab Experiments and Viva ➤ Presentations ➤ Exams 	Ascertaining Opinion or self-reports <ul style="list-style-type: none"> ➤ Course End Survey ➤ Program End /Exit Survey ➤ Alumni Survey ➤ Employer Survey



Assessment of COs and POs

All POs need to be adequately addressed through the selection of core courses/value added courses and their COs and the attainable targets need to be selected for each of the CO. If assessment is in alignment with COs the performance of the students indicates the CO attainment. These measurements provide the basis for continuous improvement in the quality of learning.

The following shows the steps to be followed for the complete assessment of COs and POs,

Step 0: Create a Master Table to calculate Program Outcomes and Program Specific Outcomes(Master Table)(Course Outcomes are being calculated as a part of calculating Program Outcomes)

Step 1: Create a Master Table to calculate PO and PSO.

Step 2: Decide on the assessment tools for Assessing COs and POs.

Step 3: Calculate COs and POs using DA and IDA Methods.

Step 4: Interpret the attained values of COs and POs.

Semester	Course	COs	POs												PSOs		
			PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	
1	Course1	CO1	S			M	M				W	M	M		M		
		CO2															
		CO3	M														
		CO4															
		CO5															
		CO6	W														
2	Course2																
8	Course65																
A) Total COs for a PO		65 X 6=390	75	80	100	150	170	60	50	45	60	60	50	55	102	105	
B) PO Target in %			75	70	75	70	75	60	60	60	65	60	60	60	70	70	
CALCULATIONS																	
X) Average of all COs for a PO																	
Y)PO values from program exit survey																	
Z)PO values from alumni survey																	
C) PO attainment (final) = X+Y+Z/3																	
Comparing PO attainment (C) with PO Target (B) and stating whether the POs has been attained(A) or not attained(NA)																	

Fig 3. Step 0: Master Table to Calculate POs and PSOs



Assessment Methods	Assessment Tools	Purpose (For Calculating)	Remarks
Direct Assessment (Mark based Assessment)	Assignment & Projects	Course Outcomes	All values of CO and PO Calculated will be used to calculate the final value of PO and PSO
	Internal Tests		
	ESE		
Indirect Assessment (through Surveys)	Course end survey	Program Outcomes	
	Program end/exit survey		
	Alumni survey		

Fig 4. Step 1: Deciding the assessments tools for Assessing COs & POs

Course - 1								
CO	Marks					CO value in % = total marks obtained / total marks (x)	ESE (Marks % equivalent of grade) (y)	Final CO attainment value in % = (x + y)/2
	Test 1 (15)	Test 2 (15)	Assignment (10)	Presentation (5)	Quiz (5)			
C01	10	10	8	4	4	(36/50)=72	"O" grade = 95	(72+95)/2=83.5
C02								
C03								
C04								
C05								
C06								

Fig 5. Step 2(a): COs Calculation (for One Student) based on DA Tools



Form1 - COURSE END SURVEY FORM (Theory/Laboratory) (To assess Cos)					
Note:Survey form is to be used to collect data, given the form to each student who has undergone the course and collect data					
Faculty Name				Design./Dept.	
Course Code				Course Name	
Student Name (optional)				Roll/Reg.No (optional)	
Program				Semester	
Academic Year				Batch	
Please tick(✓) Appropriately					
CO No.	To what extent do you have learnt and will be able to do the following (which are the COs of the course)	Poor (1)	Average (3)	Good (5)	
CO1					
CO2					
CO3					
CO4					
CO5					
CO6					
Any other feedback/Suggestions					
Date				Signature of the Student	

Fig 6. Step 2(a):Form for COs Calculation based on IDA Tools

Roll No.	Name of the Student	CO					
		CO1	CO2	CO3	CO4	CO5	CO6
	Student1	1	3	5	3	5	1
	Student2						
	etc..						
	Student60						
Count of Survey Scale Values	1	15					
	3	15					
	5	30					
(a) Target Values of CO		*Fixed as 60% for all COs(Note:Target can be fixed different for different Cos. *Only Survey Scale values of 3 and 5 will be considered.					
(b) No.of Survey scale values 3 or 5		45					
CO Attainment value in %= (b)/Total Students		45/60=75					

Fig 7. Step 2(b):COs Calculation based on (Course End Survey) IDA Tools



Reg.No	Name of the Student	CO					
		CO1	CO2	CO3	CO4	CO5	CO6
Calculation based on DA tools							
	Student 1						
	Student 2						
	etc...						
	Student 60						
a) CO attainment value for the batch or class i.e batch average = total of all COs/total no.of students							
Calculation based on IDA tools							
b) CO attainment value from Course end survey							
Calculation based on both DA and IDA tools							
Final CO attainment value=(a+b)/2							

Fig 8. Step 2:COs Calculation for a Course

Form2 - PROGRAM END SURVEY FORM (To assess POs)				
Student Name (optional)		Roll/Reg.No (optional)		
Program		Batch		
Please tick(✓) Appropriately				
SI No.	To what extent do you feel have learnt and will be able to do the following (which are the POs and PSO of the Program)	Poor (1)	Average (3)	Good (5)
	Question related to PO1			
	Question related to PO2			
	Question related to PO3			
	Question related to PO4			
	Question related to PO5			
	Question related to PO6			
	Question related to PO7			
	Question related to PO8			
	Question related to PO9			
	Question related to PO10			
	Question related to PO11			
	Question related to PO12			
	Question related to PSO1			
	Question related to PSO2			
Any other feedback/Suggestions				
Date		Signature of the Student		

Fig 9. Step 3: form for POs Calculation based on IDA Tools



Table 3(a) for POs assessment using IDA tools - Program End Survey

Roll No.	Name of the Student	PO												PSO	
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
	Student1	1	3	5	3	5	1								
	Student2	3													
	etc..	1													
	Student60														
Count of Survey Scale Values	1	10													
	3	20													
	5	30													
(a) Target Values of PO		* Is taken as fixed initially and as incorporated in MT. *Only Survey Scale values of 3 and 5 will be considered.													
(b) No.of Survey scale values 3 or 5		50													
PO Attainment value in %= (b)/Total Students		50/60=83.3													

Fig 10. Step 3(a):Consolidation of results of the Program exit survey of a course

Form3 - ALUMNI SURVEY FORM
(To assess POs)

Alumnit Name		Roll/Reg.No	
Program		Batch	
Organization presently employed in		Position held in the organization	
Breif description of the nature of job			

Please tick(✓) Appropriately

SI No.	To what extent do you feel your UG degree has helped you to learn the following that is useful in your present job or has been useful in your previous jobs / careers	Poor (1)	Average (3)	Good (5)
	Question related to PO1			
	Question related to PO2			
	Question related to PO3			
	Question related to PO4			
	Question related to PO5			
	Question related to PO6			
	Question related to PO7			
	Question related to PO8			
	Question related to PO9			
	Question related to PO10			
	Question related to PO11			
	Question related to PO12			
	Question related to PSO1			
	Question related to PSO2			
Any other feedback/Suggestions				

Date _____ Signature of the Alumni _____

Fig 11. Step 3: form for POs Calculation based on IDA Tools



Table 3(b) for POs assessment using IDA tools - Alumni Survey

Roll No.	Name of the Student	PO												PSO	
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
	Alumni 1	1	3	5	3	5	1								
	Alumni2	3													
	etc..	1													
	Alumni n														
	Total No.of Alumni	110													
Count of	1	15													
	3	45													
Survey Scale															
	5	50													
(a) Target Values of PO		* Is taken as fixed initially and as incorporated in MT. *Only Survey Scale values of 3 and 5 will be considered.													
(b) No.of Survey scale values 3 or 5		95													
PO Attainment value in %= (b)/Total Students		95/110=86													

Fig 12. Step 3(b):Consolidation of results of the Alumni survey of a course

MASTER TABLE - To Calculate Program Outcomes and Program Specific Outcomes

Semester	Course	COs	POs												PSOs		
			PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	
1	Course1	CO1	82			82	82				W	M	M		M		
		CO2															
		CO3	M														
		CO4															
		CO5															
		CO6	W														
2	Course2																
8	Course65																
A) Total COs for a PO		65 X 6=390	75	80	100	150	170	60	50	45	60	60	50	55	102	105	
B) PO Target in %			75	70	75	70	75	60	60	60	65	60	60	60	70	70	
CALCULATIONS																	
X) Average of all COs for a PO			68														
Y)PO values from program exit survey			75														
Z)PO values from alumni survey			85														
C) PO attainment (final) = X+Y+Z/3			76	68													
Comparing PO attainment (C) with PO Target (B) and stating whether the POs has been attained or not attained			A	NA													

Fig 13. Step 4:Feeding all the data calculated from Step 2 and Step 3 to the PO calculation MT

Analyze the results and prepare the Action Taken Report(ATR)



Conclusion

P

At the end, the POs can be calculated using various descriptors that you may define. The mapping of CO towards a PO is evaluated using descriptors such as High, Medium, Low etc...This, however, and is just an empirical approach. The proper assessment of the COs and POs is one of the most important processes in preparation of SAR and NBA accreditation. It should be done with precision and planning, which points to our next blog where we will describe how to assess and the processes in the assessment of the POs, COs, and PSOs on a more practical basis.

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WOMEN'S REPRESENTATION IN THEATRE: AN ECHO INTO THE PAST AND A GLIMPSE INTO THE PRESENT

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Abstract:

The impact of feminism on theatre studies has been imminent since the rise of the women's movement, and it was found to be lagging behind other disciplines. While feminism had inspired new developments for nearly ten years in film studies, both a feminist theatre criticism and theatre history remained anew. Theatre scholars were now importing models from other disciplines, such as semiology from film studies, a decade after its impact there. This was despite the development of a lively feminist theatre in the 1970s as part of the politics, as had been the case with Black Liberation in the 1960s. A decade later there was a rapid transformation of the 'critical and creative terrain' of feminist theatre and its associated studies in the two decades from the mid-1970s.

As a result of which a consciousness of the need for interdisciplinary work emerged in theatre and feminism. In relation to the emphasis in the feminist mainstream, the early concern was with the recovery of histories of women's performance. But when post structuralism gained prominence and psychoanalysis especially became recognized as a powerful tool, the perspective changed to the interrogation of representations of gender, sexuality and race. This emphasis brought in train 'questions of form, context, history, and representation'. While feminists were thus subservient in effecting a shift towards theoretical models in theatre and performance studies in general during the 1980s, they met hostility and resistance.

Besides ideological resistance to feminism as such and fears about disciplinary integrity there was fear in themselves with a long history open to feminist critique. The masculine gendering of the public sphere in theatre is one among the most haunting questions women faced in the yesteryear. If asked why such a partial model, as Aristotle advocated the answer is shocking. Aristotle notoriously finds women less appropriate than men as tragic heroes. Theatre is thus one of several institutions and cultural practices including the law, religion, architecture, sexuality, the family and learning that embody a shift towards the patriarchal state. But nothing is permanent in this world . . .there is a change, even though we have a long way to go women's participation as storytellers in theatre can enrich our collective imagining and bring about a vibrant and glorious revolution that will benefit us all.

Key Words: Women and Theatre , Theatre and Women Movements , Feminist Theatre Criticism



Twentieth century saw a tremendous impact of feminism on American theatre studies since the rise of women's movement but it was found to be lagging behind other disciplines. Even though feminism had inspired new developments for nearly ten years in film studies, both a feminist theatre criticism and theatre history remained quite new. Theatre scholars were now importing models from other disciplines such as semiology from film studies, a decade after its impact on theatre despite the development of a very lively feminist theatre in the 1970s as part of politics as had been the case with Black Liberation in the 1960s.

There are several reasons for the late blooming of the feminist tradition in theatre of which the first one is that the film and media studies did not carry the 'critical baggage of older disciplines and hence were open to vistas of 'new perspectives and challenges'. Second, the exploitation of women in mainstream media is so patent as to demand critical attention. Third, 'theatre', the word itself suggests that it is a public, social and hence male-dominated art. Since theatre is a male-dominated art, the public action both on stage and in the audience stresses a male world in which women are either kept to the sides or are placed on display for the male viewer. Jill Dolan could attest a rapid transformation of the 'critical and creative terrain' of feminist theatre and its associated studies in the two decades from the mid-1970s figuring the journal *'The Drama Review'* as part of the academic and experimental performance matrix of New York, where a consciousness of the need for interdisciplinary work was emerging in both spheres. In relation with the emphasis in feminist mainstream, the early concern was with the recovery of histories of women's performance. But when Post structuralism gained prominence and Psychoanalysis grew up to be recognized as a powerful tool, the examination of representations of gender, sexuality and race. This new vehemence brought in train questions of form, context, history and representation. Even though feminists were subservient in effecting a shift towards theoretical models in theatre and performance studies in general during the 1980s they met hostility and resistance.

Apart from ideological resistance to feminism as such and fears about disciplinary integrity, there was a strong fear in themselves with a long history open to feminist critique. If we were to examine the reasons why feminist theory came late to theatre studies, we find that theatre criticism had been most developed in departments of English where the stress laid was on playtexts, especially since the Renaissance. In his book *Actresses and Suffragists* Albert Auster contends that "the 1890s were a period of preeminence for theatre in American society and culture." By 1900 there were 3000 theatres in the United States and with industry producing at peak levels, the increase in leisure time and disposable income translated into a swell in the popularity of the stage. Women helped change the dynamic of theatre in the second half of the 19th century and were directly responsible for the rise in its popularity. Augustin Daly noted that in the late 1800s, women made up a majority of theatergoers. The emergence of "matinee girls - young women who would attend matinee shows unescorted - was part of the new feminine patterns that would dictate what plays were shown and to which leading actors would starring roles be given. It was not just inside the theatre where women influenced the trends. Boulevard of spectacle where women could "indulge their need for display



and competitiveness in beauty and dress.” The late 1800s also saw an influx of women to careers in theatre. The U.S census shows that from 1870-1880 the number of women who declared themselves as “actresses” also increased from 780 to 4,652(an increase of 596%). By 1910 that number was 15,432(upto 332%). This surge of women to the stage that saw 25 new women to every one new man was signified not only economic opportunity but “social and sexual independence.” Women started to acquire new means of livelihood as they could obtain wealth, mobility, and social power through their newfound dominance in theatre. Without the benefit of a drama school most aspiring actresses would go from office to office looking for work. At these joints they even had to face the sexual advances of the theatre managers.

For all the apparent drawbacks of life on stage, there was also glamour, excitement and the public admiration that so many women saw as appealing. The theatre lured women, to its audience as well as its professional ranks, and in doing so grew as an industry and gave women who were normally held to jobs that were unrewarding both economically and personally an opportunity to make a go of it, and become a star. Theatre departments were new sprung and in the United States they still maintained the training of practitioners as their primary concern, and hardly focused on theatre history as the main area of academic study. Thus still in the 1990s feminism assumed a ‘severely marginal position’. Theatre completely unheeded feminism and hardly did any women incur respectable roles on stage. When we trace back the roots of the masculine gendering of the public sphere in theatre, we reach the Aristotelian theatre where it catapulted to the pinnacle of fame in tragedy. Moving ‘in and out of gender as ideological representation’ is a strategy recognizable in queer performance. This search for a space between the always male-centered secure representation of gender and ‘what that representation leaves out or, more pointedly, makes . . . unrepresentable’(de Lauretis 1987:26)

It was a highly partial model of representation of gender in theatre. This ideology was upheld by Aristotle was the paradigmatic spokesman for the ancient male-centered society. The classical Greek concept of a university is of a lively struggle through debate between master and pupil and this is cognate only with the training of Greek male citizens in physical combat. The traditional Aristotelian drama is linear, based on festivities and discards anything inconsistent or superfluous- arguably ‘the feminine’. Aristotle finds women less appropriate than men as tragic heroes. Even though the dithyramb involved both male and female choruses, the competitive festivities that founded the drama emerged from only the male. And if women were present in the audience at all, they are thought to have had a marginal status. Theatre is thus one of several institutions and cultural practices including the law, religion, architecture, sexuality, the family and the learning that embodies of women or rather a shift towards the patriarchal state.

While analyzing the socio-economic and ideological parameters of this shift, we come to the conclusion that the citizenship was dependent on male lineage and women became objects of exchange through marriage. They were confined to the domestic



sphere. Women in such conditions are interpreted as 'culturally invisible' providing the empty space where in the focus is again laid upon the male subject. Both learning and the appreciation of art, understood as to be the province of the male. Hence it goes without saying that drama can have no function for women since they are denied the 'authority of choice'. 'Women' was portrayed as an eternal polar opposite to 'Man' to contain and define women from a male perspective of privilege. Moving on to the present scenario, women are still under represented in theatre. Shakespeare said that 'All the world's a stage' - but how well does the theatre really represent women? There is a persistent, inadequate brushing off of women in modern theatre as well. While analyzing the female representation in theatre, we can find out that women are in the majority when it comes to the audience. But male actors outweigh the number of women.

This approach should be altered in order to discover how it could be adjusted to be more authentically participatory and how women can contribute towards empowering themselves through theatre. To formulate such a comprehensive approach we should be responsive to women's preferences, needs and opinions. Women being out of the power conflict have the least to lose in terms of real power and privilege, hence are likely willing to engage in an improvisational method that is capable of overthrowing the current power structures. Women being the least active sector of the demographic structure will be able to empower themselves through active participation in the theatre of women are excluded from taking up roles on stage, the world will be robbed of their sight, input and perspective. Women with an inherent learned resilience from life experience, a skill that currently our world does not sufficiently utilize, will strengthen not just theatre but the whole of mankind. While creative theatre with women- in a form that will be recorded or is live will contribute to the establishment of a sense of rapport with the audience and the play. Another idea related to the participation of women in theatre is to address the need for mutual support and encouragement among women in order to sustain their participation.

Most of the times women are not always congratulated by their society, families or mates. Support from a community of women all sharing in this process of transformation can strengthen women's resolve to continue stepping into their roles as agents of change in their communities. Women's participation in theatre can help to build community and to increase the trust between the members through the enactment of several plays. Encouraging women's participation can help to bring about a revolution, a forcible overthrow of the existing social order that will usher in a more equitable system that welcomes the participation of both men and women. Not a violent force, but, rather, a creative one, that is sure to bring about decisive change in the representation of women in theatre. The change will be a fundamental shift in our way of thinking about women and the value of their participation in theatre. Theatre is an accessible, dynamic, and adaptable tool for telling the new stories of the challenges we face as one human family on Earth.



It will also act as an active forum for negotiating various aspects and details of these imagined realities, complete with their inevitable conflicts and challenges faced by the womenfolk. Theatre can be a great platform for us to practice for a creative process for exploring as-of-yet unimagined areas of life. By welcoming the participation of women as storytellers in theatre can yield new perspectives which are capable of enriching our collective imagining and bring about a vibrant and glorious revolution that will benefit us all.

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ENTERTAINING WORLD AT THE COST OF ANIMAL RIGHTS

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Abstract

The practice of animals' usage intended for entertainment purpose can be traced back to ancient times. During 2000 B.C. lions were caged for the better of the humans and soon after the circuses were like the modern-day Salman Khan's action thriller movie, as the audience increased the revenue generated from these shows increased too and so increased the cruelty on animals to continue the entertainment.

Although circuses can be considered as the beginning point of the animal-based entertainment industry there are other practices such as dog fighting, cockfighting, bull fighting, animal racing, carriage racing, etc which are being practiced for centuries by various societies of the world in the name of religion, tradition, culture and most importantly for entertainment.

In India, The Prevention of Cruelty to Animals Act, 1960 (as amended by Central Government in 1982) was introduced indicating that our nation gave importance, respect and protection to the life of animals just like it is provided for human beings. The Supreme Court of India on similar grounds banned the use of bulls as performing animals in the case of Animal Welfare Board of India vs. A. Nagaraj and Ors.¹

Key Words- Animal Rights, Domestication, Wild .

Introduction:

“The history of domestication is interesting because it changed human history. The domestication of animals was important enough to have happened in many places and for different species rather than just once,”

Kim Worley, Associate Professor in the department of molecular and human genetics at the Baylor College of Medicine.²

Although the new technology involving DNA has allowed researchers to estimate when animals were first domesticated, there remains some doubt about the precise dating of a timeline. Some scientists believe that dogs were the first animals to be domesticated; others believe that it may even have been earlier. Since the domestication of dogs, numerous animals including horses, pigs, cats, cows and even honeybees have been domesticated for human purposes – like farming, horticulture, companionship, etc.

The reason for domestication of animals can be sketched from about 20,000 to 10,000 years ago, large mammals roamed on the sub-arctic tundra of Europe and Asia. For a

¹(2014) 7SCC 547.

² <https://www.jyi.org/2012-february/2017/9/17/our-furry-friends-the-history-of-animal-domestication>



species to be domesticated, it must be willing to breed in the company of man. "Breed in captivity", the most common phrase, involves a simple case of exploitation.³ The reality is more complex. In terms of survival, the species that have developed a relationship with humans have far surpassed their wild cousins. The largest mammals, in addition to humans, are cows, sheep, goats, pigs, horses and dogs. Domestic cats easily surpass their wild equivalents, as well as chickens and turkeys. The domestication of animals is based on an ancient contract, with benefits on both sides, between man and the ancestors of the races familiar to us today.

Evolutionary biologist Jared Diamond identified six criteria that an animal must meet in order to domesticate it⁴:

- i) The animal must be comfortable with a flexible diet
- ii) They should have a reasonably fast growth rate
- iii) They shall have the ability to breed in captivity
- iv) They must have a pleasant disposition
- v) Their temperament should be such that it makes them unlikely to panic
- vi) Their social hierarchy shall be easily modifiable

On the bases of the above stated criteria domestication of animals can be understood in the following points:

A) Pet Domestication

The earliest known evidence of a domesticated dog is a jawbone found in a cave in Iran and dated to about 12,000 years ago. Domestication of dogs was probably by accident at first rather than intentional but multiple instances can be seen in the Egyptian paintings, Assyrian sculptures and Roman mosaics. By the same time Roman ladies also started domesticating lap dogs as their warmth is believed to cure stomach ache.

Cats are thought to have been first domesticated around 7,500 B.C. and have descended from five different kinds of wildcats.

B) Farm Domestication

During the 11,000 to 8,000 B.C. for the nomadic communities of Southwest Asia, it became an integral part to domesticate sheep and goats for their meat, milk and coat. Pigs and cattle were domesticated by more settled communities which had a permanent settlement and suitable farming which fed larger populations. Thus, during this time the animals which belonged to the farming community were herded and not immediately eaten because the farmers had the ability to tame them which in the long run meant continuous supply of meat and dairy. Another significant domestication was of the horses during 5,000 B.C. Horses were initially used for food and milk like any other cattle but later became a mean of transportation by horse-drawn chariots and horseback riding.

³ <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=1813&HistoryID=ab57&track=pthc>

⁴Supra 2.



C) Unique Domestication

Elephants have never been truly tamed by humans and can have sudden outbreaks of temper but can be taught much behaviour. The female elephants are easier to tame and are thus domesticated whereas the male elephants were usually trained for war. Other than war elephants provided transportation and entertainment for the people. Another unique domestication is of the bees for honey and wax which can be traced back to the indigenous tribes all around the world who used to harvest the honey for food during the 4,000 B.C.

1. Exploitation

Cruelty to animals can be divided into two main categories: active and passive. Passive cruelty is characterized by cases of negligence, in which cruelty is the lack of action rather than the action itself. On the other hand, active cruelty includes purposely instigating animals, harming stray animals, using them for medical testing and abusing them for the purpose of entertainment, etc.

The various forms of exploitation of animals is discussed below:

1. *Animals kept as companions or for leisure*

Many animals are sold as companion animals because humans like to spend their free time with them because of which these animals are brought and bred in large numbers. A companion animal is acquired by its owner for their own personal interest of having that animal which is very different from the concept of adopting abandoned animals where the reason is to rescue the animals from a dreadful death or terrible life.

2. *Animals used for food*

Many people don't think about this but the type of animal exploitation that takes place for use as food is most harmful as they are not only deprived of their lives but also harm the production of animal foods.

a) **Fishing and fish farming:**

Aquatic animals are often disregarded but the reality is that maximum animals are harmed by fishing for food than by any other human use. Billions of animals suffer terribly in different ways when they are fished and killed every year. Fish farming has the next highest number of victims of human exploitation. In fish farms, the various species of fish endure terrible living conditions before they are painfully killed.

b) **Chickens and hens:**

The lives of hens and chickens are short and full of suffering. The vast majority of those reared with their meat or live eggs are piled up in small spaces. They only see the sunlight when they are taken to a slaughterhouse. In order to minimize the damage caused by such behaviour, it is normal for chicken peaks to be partially amputated, a painful operation that is usually performed with a blade or using other methods such as cutting the infrared peak.

c) **Cows, sheep and goats:**

Animals who are killed for meat are not the only ones who are harmed, the ones who are used for milk production and wool suffer even more on a daily basis.



Slaughterhouses:

These places are like torture chambers for animals where they are stabbed with knives, boiled or skinned while being fully conscious. But the harm to the animals starts even before they reach the slaughterhouse, during their transport.

3. Television and film making:

The American Humane Association (AHA) has been related with checking American filmmaking since the arrival of the 1939 film *Jesse James*, in which an unwilling horse was dumped off a chute and suffocated in a water in the wake of having fallen 40 feet into the cliff.⁵ The film makers wanted to avoid any litigation or legislation but had to face the outcome of a set of stringent rules which provide for getting a seal of approval from the American Humane Association which states 'No animals were harmed' in the making of the film.⁶

4. Animal Experimentation

Animals are utilized in labs for various purposes. Examples of animal experimentation incorporate product testing, use as research models and for educational purposes. Inside every one of these categories, there are additionally a wide range of purposes for which they are utilized.⁷

Ban on animal testing for cosmetics have already been made and implemented in the European Union with similar laws coming up in India. Safe products which are created without the use of animal testing are available but not widespread in the market. Methods of animal free testing have been invented and are continuously improved which means that there is no need for producers or consumers to continue the exploitation of animals for the sake of cosmetics, drugs,⁸ or other products.

In the accompanying sections the most vital areas in which animals are used in laboratories or classrooms are addressed below:⁹

- a) Environmental research: Animals are tested with chemicals which can have an impact on the environment. These animals are made to suffer and are even killed in these testing.
- b) Household and cosmetic products testing: Ban on animal testing for cosmetic and household products has already been declared illegal in the European Union and India but it is still being carried on in the United States of America among other places. Animal testing for cosmetic and household products leaves animal's blinded and causes them extreme pain and are often even killed.

⁵ Nathan Rabin, Yes, animals were harmed:21 films and TV shows that killed or hurt animals, AV/FILM, <https://film.avclub.com/yes-animals-were-harmed-21-films-and-tv-shows-that-ki-1798230791>

⁶ Clint Davis, 10 popular movies that faced claims of animal abuse, <https://www.thedenverchannel.com/news/national/10-popular-movies-that-faced-claims-of-animal-abuse>

⁷ *Animal Exploitation*, ANIMAL ETHICS (2018), <http://www.animal-ethics.org/animal-exploitation-section/>

⁸ Ariel Garlow, 5 types of animal exploitation considered 'normal' in the US, ONE GREEN PLANET (Feb. 26, 2014), <http://www.onegreenplanet.org/animalsandnature/5-types-of-animal-exploitation-considered-normal-in-the-usa/>

⁹ *Animal Exploitation*, ANIMAL ETHICS (2018), <http://www.animal-ethics.org/animal-exploitation-section/>



- c) Military experimentation: Many animals die because of the test of new weapons, bullets and warfare chemicals are being done on them. This practice remains hidden but the effects of burns and poison for military purposes are still carried on animals.
- d) Animals used in schools and universities for education: Dissection of animals and using them for educational purposes has been a common practice all around the world. This means that huge number of animals is killed to educate the new generations but the underlying message to this is that, it is okay to harm animals for our own benefit.

5. *Cultural rituals*

In parts of South-Asia it is common to find animals who are being captured and trained in the name of God. Elephants are largely captured in Kerala (India) and Thailand using a technique known as training crush, in which the capturers use the techniques of sleep-deprivation, hunger and thirst to break the elephants' soul and make them submissive to the owners. As a matter of fact, no religious texts ever mention about harming the nature or the animals but have always considered animals and humans to all be servants of the God.

6. *Hunting:*

Hunting was necessary for survival in prehistoric times, not now. Most hunters stalk and kill animals merely for the thrill that they get out of it. This unnecessary and violent act of entertainment causes pain and suffering as majority of the kills are prolonged as hunters severely injure the animal but fail to kill them.¹⁰

The modern way of hunting today is 'Canned hunting' where the animals are being caught and bred for the purpose of being shot by wealthy people in a confined area. In South Africa the business of canned hunting is fast growing, the wealthy trophy hunters kill thousands of lions who are being bred on the farms for the same.¹¹

2. **Entertainment**

The beginning

The use of animals as entertainment dates back to thousands of years ago. Even the ancient civilizations were fascinated by exotic animals. Archaeological evidence shows that lions were kept in cages in Macedonia since 2000 BC. Even the Egyptians, the Chinese, the Babylonians and the Roman rulers often gathered elephants, bears, giraffes and big cats as a symbol of power and wealth.

The Greeks were among the first to collect wild animals to study them for educational purpose. On the contrary, the Roman empire focused on the wild nature of the animals. The emperors entertained themselves and the audience by holding animal fights with each other and with human gladiators till one died. These events took place in large

¹⁰ PETA, *Hunting*, PETA, <https://www.peta.org/issues/animals-in-entertainment/cruel-sports/hunting/>

¹¹ Patrick Barkham, 'Canned hunting': the lions bred for slaughter, THE GUARDIAN (Jun 3, 2013), <https://www.theguardian.com/environment/2013/jun/03/canned-hunting-lions-bred-slaughter>



circular arenas which gave birth to the concept of ‘Circus’¹². One of the most famous was the Circus Maximus in Rome, which had about 300,000 spectators.

Animal entertainment based on violence, especially fighting and killing of roosters and dogs, continued in Europe throughout the Middle Ages. Wild animals in captivity were also popular as elements of curiosity. European explorers brought exotic species from around the world to set up exhibitions called the ‘Zoos’. These wild animal exhibitions called zoos used small cages or pits to protect people from animals and still allow easy viewing, much like the modern zoos.

During the 11th C.E. the rulers of different nations gifted wild and exotic species of animals to other rulers to maintain good relations, sadly this practice is still being performed by heads of the governments in the twenty-first century.

Towards the end of the century, acts with animals were incorporated into a new form of American entertainment: vaudeville. The vaudeville shows consisted of small theatrical acts performed on the stage. In general, they included jugglers, singers, dancers, magicians, comedians and representation animals. These new entertainment media also included animal acts. A German shepherd named Rin Tin Tin became a famous movie star in the 1920s when he appeared in twenty-six films and reportedly received more than 10,000 fan letters per week.¹³

Exotic animals’ acts evolved during the 20th century. Today's shows are often marketed as an opportunity for people to get close to nature and to help protect endangered species. Tourists from all around the world pay ticket charges to swim with animals who do not belong in closed enclosures. This business in the name of awareness is pure exploitation of animals and tourist visits only encourage more people to take up such businesses.

Kinds of animal entertainment

No living beings want to perform painful and patronizing tricks but animals in the entertainment field have no choice. The various kinds of animal cruelty are explained below¹⁴.

1. Circuses:

Circuses attract a lot of public, mostly children, as they have interesting animals performing tricks to happy songs while everyone else being all colourful and fun. The sad reality of circuses is unknown to many of those viewers. As the circuses keep moving from one place to another, the animals are moved along just like a piece of furniture. They are put in small and uncomfortable confinements, with no regard to their needs. The temporary accommodations, confined cells and abusive training practices takes away the natural behaviour of the animal and inflicts extreme pain and stress on them at all times¹⁵.

¹² <https://www.libraryindex.com/pages/2189/Entertainment-Animals-HISTORY.html>

¹³ Supra 12.

¹⁴ Jennifer Dragotta, *Animals in Entertainment*, LEARNING TO GIVE; <https://www.learningtogive.org/resources/animals-entertainment>.

¹⁵ *Amusement?*, ANIMAL EQUALITY; <https://www.animalequality.net/entertainment>.



As times have passed, people have realized the need for animal protection and come to know about the reality of mistreatment towards animals in the circuses. In the year 1998, India had already banned the use of bears, monkeys, tigers, panthers and lions in the circuses and in the year 2013, the capturing of elephants for entertainment in circuses was also declared illegal. In November 2017, India finally put a ban on use of all wild animals in circuses throughout the territory of India, which has been a huge step towards animal protection and animal rights¹⁶. As a result, the popularity of circuses has come down to almost zero and people prefer to go to the zoos which are another way of animal entertainment.

2. Zoos

Zoos have been known as places where animals are kept in safe and rather natural habitat to protect them, simultaneously to allow the general public to visit and get an experience of what these wild and beautiful creatures look like. As a matter of fact, not all zoos are able enough to provide the best environment to animals and even the best artificial environments provided by the zoos are nowhere near the natural freedom and space that these animals would have in the open. Like circuses, where these animals are captivated along with being punished to get the desired behaviour out of them, animals suffer from pain and sufferings and in the zoos animals suffer from loneliness, boredom and even abuse from the zoo keepers or from the people who visit the zoo.

A study on animals who are confined in small and unnatural spaces have been said to suffer from a condition called zoochosis¹⁷, which basically means that because of the extreme loneliness and boredom the animals lose their mind and resort to hurting themselves by pulling out their own fur or even chewing their own fingers.

Zoos include not only the orthodox zoo but also the shelters and drive through safaris which still forces the animals to enter into the entertainment industry for the pleasure of humans. Whereas, these animals should be left in peace in their own natural behaviour where they belong for the better of themselves.

3. Animal Fights

i) Bull Fight

Bullfighting is an old act of cruelty done towards animals. Thousands of bulls are put to this cruelty each year in the name of customs and entertainment. Although a bull is a significantly large animal, when so many people pound on the same bull, it's defeat is the only fate.

In Spain, the ritual of bullfighting is divided into three parts, first the matador with his cape taunts the bull in the arena then men on horses called picadors poke spears into the neck and back of the bull so it is not able to raise its neck. Banderillos,

¹⁶ Shashank Shekhar, *In welcome move, no circus in India can now make wild animals perform tricks*, INDIA TODAY (Oct. 27, 2017); <https://www.indiatoday.in/mail-today/story/wild-animals-performance-in-circus-ban-india-central-zoo-authority-1070867-2017-10-27>.

¹⁷ *Zoos and Other Captive-Animal Displays*, PETA; <https://www.peta.org/issues/animals-in-entertainment/zoos-pseudo-sanctuaries/>.



people on foot, who chase the bull in circles till it gets dizzy and continuously stab the bull for bloodshed so it becomes weak.¹⁸ As a reward, the bull's tail, ear or hoof is cut off and gifted to the matador for his bravery. Following which another bull enters the arena and cycle of cruelty in the name of ritual continues.

In India, the ritual of Jallikattu has been prevalent in South Indian states for centuries. Here, the bull is breed and tormented in the similar manner except instead of a matador or a three-phase killing process, all people at once attack the bull and try to control it. This activity has been performed to find out who is the strongest and bravest of all, as a result of which, the innocent bull gets killed almost every time.

ii) *Cock Fight*

Cock fight is a bloodshed sport much like bull fighting where roosters are bred to be bigger, better and more aggressive. Two roosters are forced to enter into a cockpit and fight each other. Prior to which they have already suffered enough cruelty as they are made to remain without any food or thirst to aggravate their anger which, according to the trainers, will give higher probability of winning against the competitor.

Sometimes knives are attached to the legs of the roosters so the other one gets hurt easily. The fight ends with one rooster dead and the other as a winner. The tragedy of the winner is that he will again have to fight another rooster in another fight to be alive. This game is said to have been a popular source of entertainment during the Indus Valley Civilization period and still continues in the name of rituals in many parts of India¹⁹.

4. Protection of Animals

Welfare of animals

The quote, 'If we take care of the animals, the animals will take care of us',²⁰ perfectly explains the relationship shared by humans and animals. In simple words, it refers to the responsibility that humans have of taking care of the animals as humanely as they can in return the animals would help increase agriculture, which has been considered to be the most important event in human history.

During 250 B.C. Ashoka, the Indian emperor who is commonly known as a patron of Buddhism, expanded the reach of Buddhism in the Mauryan empire and other kingdoms worldwide. One of the key teaching of Buddhism is that all animals and humans essentially have the same nature and the same ethical rules apply to both. The highest virtue of Buddhism is compassion towards all being which means that one should do

¹⁸ *Bullfighting: A Tradition of Tragedy*, PETA; <https://www.peta.org/issues/animals-in-entertainment/animals-used-entertainment-factsheets/bullfighting-tradition-tragedy/>.

¹⁹ TasneemKutubuddin, *Know about The 7 Disputed Animal Sports in India Which Are Similar To Jallikattu*, THE LOGICAL INDIAN; <https://thelogicalindian.com/story-feed/sports/animal-sports-india/>.

²⁰ Patti Strand. *What is animal welfare and why is it important?*, NATIONAL ANIMAL INTEREST ALLIANCE (Oct. 6, 2014); <http://www.naiaonline.org/articles/article/what-is-animal-welfare-and-why-is-it-important#sthash.ceXU5Uhd.pbs>.



everything in their power to avoid causing suffering or death to any sentient being.²¹ Hinduism and Jainism teach the concept of ahimsa, that is, nonviolence towards all living beings. Many that follow these religions forego eating meat and become vegetarian along with giving up animal sacrifice to avoid any injury to animals. Christianity, Islam and Judaism also include provisions for humane treatment of animals, if not vegetarianism.²²

Legal perspective

Since the beginning of times there has been a common belief that animals do not have any moral standing. As a result of which, cruelty towards animals was not really considered an offence in the eyes of the common law of the lands. Mistreatment to an animal became a legal issue only if it caused economic harm to the owner or caused any other harm to the humans which include the harm to public.

The statutory laws followed the same patterns where although laws were being made for the protection of animals but they were merely a by-product of the needs of humans and human welfare. This can be seen in one of the oldest ordinances which was passed for banning cock fighting matches²³. On the face of it, this ordinance appears to be one formulated for the protection of the birds who were forced to fight each other where one bird wins and the other is mostly killed in the process of protecting itself. The truth being, these matches encouraged a large population to gather at a particular place and involved extensive drinking, swearing and gambling which resulted in public nuisance.

The first modern animal protection law was passed by the parliament of Ireland in the year 1635 which was an act against pulling (not shearing) wool off sheep or ploughing by the horses' tails.²⁴ The act was enacted on the grounds that the act of pulling hair off of living sheep and tying of plough to a horses' tail was pure cruelty towards the animal and also impaired the breed of the horse. Another law which kept animal welfare as the main focus was the one passed in Massachusetts Body of Liberties in the year 1641²⁵.

Year 1822 witnessed British Parliament to come up with a legislation to secure animals from inappropriate as well as harsh behaviour. The America's Society for the Protection of Cruelty to Animals was established next in the year 1866. The first evidence of national legislation to regulate experimentation on animals was passed by Britain in 1876 which is known as the Cruelty to Animals Act²⁶.

India's standing

Hinduism, Jainism and Buddhism all preach the practice of ahimsa, that is nonviolence, towards all living beings. In Hinduism it has been believed that killing an animal would come back in the form of bad karma and so one should always follow a path of ahimsa. Jains have had strong belief in sanctity of life and have followed the path of vegetarianism leaving no scope of harm to animals in any form. Buddhism along with

²¹ Dharma Voices for Animals, *Buddhist Teachings on Animals*, HUMANE SOCIETY; http://www.humanesociety.org/assets/pdfs/faith/buddhism_by_dharma_voices_for.pdf.

²² Supra 2.

²³ An Ordinance for Prohibiting Cock-Matches, Acts and Ordinances of the Interregnum 1642-1660 (1654)

²⁴ An Act Against Ploughing by the Tayle and Pulling the Wool off Living Sheep, Dublin, Ch. 15, 168-169 (1635).

²⁵ Tyranny or Cruelties, Massachusetts Body of Liberties

²⁶ Supra 5.



the other two religions also teaches the idea of compassion towards all living beings. Despite the influence and reach of these three major religions in India, meat eating, that is, non-vegetarianism was still quite a common practice among people.²⁷

During the time of British rule in India, animal experimentation began because of the new drugs being introduced by the Britishers into the colonies. Where the Britishers were introducing the troublesome notions, they were also providing solutions. Colesworthy Grant, a Britisher, felt motivated to work towards the stray and draught animals of India after he witnessed their sufferings. As a result, the first Indian Society for the Prevention of Cruelty to Animals was founded in Calcutta in the year 1861. The SPCA was able to introduce legislations against animal cruelty in the 1860s and even extended its reach all over India within the year 1890 to 1891.²⁸

The Prevention of Cruelty to Animals Act, 1960, is India's first national law for animal welfare. It aims at criminalizing those who do cruelty to any animal, however certain categories were exempted, like the use of animals for food and research in the field of science. The Animal Welfare Board of India was also set up through this act of 1960 which guarantees that the provisions of the act are enforced properly and helps promote the idea of animal welfare.

In 2013, India banned the use of captive dolphins for the purpose of public entertainment and an amendment of the same year made use of live animal experimentation in medical education illegal. India turned into the first Asian nation to boycott all testing of cosmetics on animals in the year 2014 along with a ban on all imports of cosmetic brands which continue animal testing. Just last year, in 2017, The Ministry of Environment, Forest and Climate Change discharged four new Gazette notifications under the Prevention of Cruelty to Animals Act, 1960 to control dog breeders, animal markets, and aquarium and pet fish shop owners²⁹. At present, India stands at a grade C of Animal Protection Index of the World Animal Protection.

Conclusion and Suggestions:

The fundamental thinking of the animal welfare legislations is safety. Moving forward, the main trial lies in the application of the constructive interpretations of anti-cruelty laws set forth through the Hon'ble Supreme Court as well as High Courts in India. The A. Nagaraja judgment has permitted superior engagement with the lawful procedure to secure elementary rights for animals. The constructive confirmation of the Right to a life of dignity to animals in the judgment has interpreted to better awareness and also started a way for parallel wins to other animals in harsh as well as brutal circumstances³⁰.

²⁷<http://www.awbi.org/awbi-pdf/APL.pdf>

²⁸Ibid.

²⁹ PETA, *India Passes New Rules to Protect Animals*, PETA INDIA; <https://www.petaindia.com/blog/india-passes-new-rules-protect-animals/>

³⁰ Anand Grover, "The Legal Status of Animals in India", [http://www.nja.nic.in/Concluded_Programmes/2016-17/SE-5_\(25,26-03-2017\)_PPTs/5.Legal%20Status%20of%20Animals%20in%20India.pdf](http://www.nja.nic.in/Concluded_Programmes/2016-17/SE-5_(25,26-03-2017)_PPTs/5.Legal%20Status%20of%20Animals%20in%20India.pdf)



CONCEPT OF ABSENCE OR NON- EXISTENCE IN NYĀYA -VAIŚEṢIKA PHILOSOPHY

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Absence means not a meagre negation but contrast. It is contrast as between what exists and what does not exist, as when the non- existent rain brings about the cognition of the existence of the connection of the clouds with high wind; since it is only when there is some such obstruction, as the conceptions of the clouds with high winds that there is no fall of the raindrops, which would otherwise be there by reason of the force of gravity in the drops of two contradictory things, the non existence of one establishes the existence of the other.

The *Nyāya -vaiśeṣika* concept of category is based on a presupposition that there is a perfect compatibility between thought and language. Negative facts that are the facts of the absence of things in respect of other things fulfil all the three requirements of a category and therefore can reasonably claim that designation. That is why in the *Nyāya -vaiśeṣika* metaphysics absence has been treated as a category and placed at par with other six categories means substance, quality, activity, generality, particularity and inherence, which are positive in nature. It is therefore clear that all things which exist and everything which is experienced, whether in the external world or in the mind, goes by this name. This includes all that can be known felt or named. The word literally means a thing which can be known felt or named. The word literally means a thing which can be named and given a meaning. According to Sivadiya categories are objects of Knowledge¹. This objects of knowledge includes existence as well as non - existence.

The concept of non- existence in the form of a category has been a later addition to the *Nyāya -vaiśeṣika* tradition. In the earlier phase only six categories were accepted and it was only subsequently that *Nyāya -vaiśeṣika* thinkers had to recognize non existence as a seventh category.

Kanada did not admit non- existence as an independent category. For him, absolute non existence has no meaning and all other kind of non existence is related to positive being. Prasastapada on other hand, who did not recognize absence in his list of categories. He accepts only six categories. Sridhara ignores Prasastapada account and proceeds to deal with the real problem in a long and valuable polemical digression .² Sridhara in his *Nyāyakandali* holds that *asat* or non - existence is *avastu*. Thought it is *avastu* it is not alike. It does not signify unreality. It is what is omitted from the positive real's constituting the essence of non- existence. Thus it has only relative being. It depends upon its opposite for its determinate nature.



Udayana in his kiranavaly remarks;

“ ethe cha padārthapradhānatayoddiṣṭābāvastusvarupavānapinottiṣṭa
prtiyoginirūpanathinirupanatvatnatu tuchatvāth”³.

Goutama did not mention absence. He said that the knowledge of the real essence of the following sixteen categories that leads to the attainment of the highest God. Vatsyayana not accepted absence in another category.

Vatsyayana does not discuss whether there is a real difference between positive and negative awareness. Udayotakara takes the problem seriously and solves it. He holds that absinthial judgement presupposes affirmation, whereas in an affirmative judgement does not presuppose non existence. There for they are not co-ordinate. Non- existence has no absolute reality. It depends upon positive real for its own existence. It negates but does not assert something. The positive, judgment' the earth has scent' is denied to water. The absence of scent has no meaning if it is not determined by scent. It has only conditional existence. He holds that an absent awareness is direct. The object of it is an extra mental object. He remakes; non existence is the cognition of the antidote through the cognition of the upsetting of the normal effect⁴. Vachaspthimisra is his Nyayakanika commentary holds the view that non existence is experienced other than positive real's and lacks a definite character of its own.

Jayantha bhatta supplies a definition of absence from the epistemological stand point. He defines no existence to be an object of negative awareness. Gangesaupadya ,Dinakara bhatta , VardhamanaUdayana all are says the non – existence. Thus we have a long tradition of the acceptance of absence in the Nyāya -vaiśeṣika system. However a precise definition of absence was not available till the advent of NavyaNyāya. The definition which has usually been given is in terms of the distinction of non-existence from other six categories known as existence categories. But this is a circular definition in the sense that the non-existence. Visvanatha Nyāya - panjanana explains the definition of absence: property of one which certain the mutual exclusion of the six categories such as substance, quality, activity, generality, particularity and inherence. In fact it is not possible to give a positive definition of non existence because by its very nature non-existence is negative and defines a positive definition.

ReghunathaSiromani hold that the experience of not not A is a piece of a contradicted experience. This experience points to a negative fact because this fact cannot be equivalent to a positive fact i.e., A' these two event i.e. A and not not A are not numerically identical. Hence in Nyāya -vaiśeṣika metaphysics this law of contradiction has not a very good scope. Even it does not hold good between an effect and its pre absence, between an effect and its post absence and between an object and its mutual exclusion.

However it is not possible that a negative proposition can be reduced to a positive proposition since A and not not A is not one but two kind facts. According to Muthuranata this law of contradiction holds good only between a thing or an object and its absolute absence. There for it is quite impossible to prove the numerical identity



between a thing and the absence of its absence. Just like as the sky and not not sky, space and not not space, an atom and not not atom etc cannot be proved to be identical on the ground because they occupy the same space. We can say negation cannot be reduced to affirmation. Thus reality does not consist of positive being alone.

Regunatha tries to maintain the gulf fixed between positive being and negative being. But the true nature of the law of contradiction has been discovered by his lineages namely Mathuranath etc. According to them, though non existence has a distinct nature of its own yet its awareness is invariably relative.

The first reason that compelled the *Nyāya -vaiśeṣika* thinkers to accept as category has been theory of *sriṣṭi* as opposed to the *samkhya* theory of *sorga*. Which implies that the world is a consequence of the association of different ultimate element? The universe is not unitary in character and therefore the reality is also to be regarded as multiple. This pluralist approach to reality has been the keynote of the *Nyāya -vaiśeṣika* tradition. There is still another consideration for the introduction of absence in the system. It regards motion and change as real. But both of these facts of experience cannot be explained without the help of the concept of absence.

The concept of absence is also basic to the *Nyāya -vaiśeṣika* theory of emancipation. Final emancipation is the highest aim of spiritual life. In the *Nyāya* as well as in other systems of Indian philosophy. According to the *Nyāya -vaiśeṣika* tradition emancipation consists of absolute annihilation of all evils and sufferings. The concept of *mukti* thus presupposes complete non-existence of sufferings. One can easily see why *Nyāya* thinkers attach so much importance to absence having due regard to its close relation to the concept of *mukti* (Emancipation)

Vatsyāyana admits two kinds of non-existence prior means the non-existence of a thing prior to its production. Posterior means non-existence of a thing after its destruction. Vacaspati divided non-existence as -

1. *tādātmyābhāva* or negation of identity .
2. *samsargābhāva* or negation of correlation and the latter is divided into prior, posterior and absolute non-existence
3. *smavāyābhāva*.

Sridhara admits four kinds of non-existence-

- Prior -existence
- Posterior non-existence
- Mutual non-existence
- Absolute non-existence

Visvanatha develops similar view prior non-existence of the jar has no beginning though it has an end. Posterior non-existence has a beginning but no end. The absolute non-existence of everything is at all times present everywhere though it is hidden for the time and in the place the thing happens to be.



We see that the whole view of absence is based on the metaphysical conception of the *Nyāya -vaiśeṣika* philosophy. If thing simply exist and do not become that is non-exist. The non- existence is denied, and then things should be regarded as existing always and everywhere.

Footnote

1. *Sapthapadārthi* of sivadithyapg 76
2. *Nyayakandali* of sridarapg 86
3. *Kirana vali* of Udayanapg 204
4. *Nyāyasuthra* of Gauthamapg 104

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A STUDY ON AWARENESS ABOUT MGNREGP AMONG WORKERS IN VILLAGERS WITH SPECIAL REFERENCE TO SIVAGANGAI DISTRICT

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Abstract:

The National Rural Employment Guarantee Act is the flagship program of the Government of India that directly touches the lives of the poor and promotes inclusive growth and development. MGNREGA is an important step towards the realization of the right to work and to enhance the livelihood security of the households in the rural areas of the country. The scheme provides at least 100 days of guaranteed wage employment in every financial year to every household whose adult member volunteers to do unskilled manual work. In sivagangai District there are 12 blocks the researcher has selected only one block for the study area. The sampling methodology used for the study is proportionate stratified sampling method since the registered beneficiaries of workers under this scheme. The tools used for the analysis is Percentage Analysis, ANOVA & Post Hoc test. Therefore, this paper tries to examine the Awareness about MGNREGP among workers in Villagers.

Keywords:Rural Employment, Government, Unskilled labor, Household people.

1.1 Introduction:

This Act was implemented by the Ministry of Rural Development and the pivotal objective of the Act is to augment the wage employment. Its auxiliary objective is to strengthen and bolster the natural resource management through works that address the causes of chronic poverty like drought, deforestation and soil erosion and to encourage the sustainable development. The Act aims at enhancing livelihood security of households in rural part of India by providing at least one hundred days of guaranteed wage employment in a financial year to every households whose adult members volunteer to do an unskilled manual work. The Act came into force in Sivagangai district on the 2nd February, 2006 as a first phase of its implementation among the 200 most backward districts of the country. It was later implemented in addition to 130 districts in phase II on the First April 2007. As a third phase, on April 2008, the scheme was extended to 285 rural districts. Among 688 districts as of 2016, this program has been implemented in 611 districts in India. The National Rural Employment Guarantee Act (MGNREGA) is the first even law in the entire world which guarantees wage employment at an unprecedented scale. On 2nd October, 2009, it was renamed in memory of Mahatma Gandhi, the father of the country, as Mahatma Gandhi National Rural Employment Guarantee Act.



Table 1.1
Districts Covered Under NREGS In Different Phases In Tamil Nadu

Phase I	Phase II	Phase III
Cuddalore	Karur	Ariyalur
Dindigul	Thanjavur	Perembalur
Nagapattinam	Thirunelveli	Coimbatore
Sivagangai	Thiruvarur	Tharmapuri
Thiruvannamalai		Erode
Villupuram		Kanchipuram
		Kanniyakumari
		Krishnagiri
		Madurai
		The Nilgiris
		Namakkal
		Pudukkottai
		Ramanathapuram
		Selam
		Theni
		Thiruvallur
		Tuticorin
		Thiruchirapalli
		Vellore
		Virudhunagar

Source: Government of Tamil Nadu (2009)

1.3 Review of Literature.

Narasima Reddy and Amarender Reddy (2014)¹ reviewed the impact and effectiveness in implementation of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) at state level as well as at village level with focus on inclusiveness, rural labor markets and agriculture. Many states integrated MGNREGA works with local planning and gained much in terms of employment generation and asset creation and to an increased agricultural potential. The scheme is more inclusive of vulnerable sections of the society including scheduled castes, scheduled tribes and women. More importantly the scheme increased bargaining power of rural laborer in agricultural sector, resulted in higher wage rates, better work environment and less exploitation.

Patavardhan Roopa and Leelavathi (2014)² analyzed that Indian agriculture is often cited as an example for disguised unemployment. India is blessed with labor abundance, lower level of wages. There is an untiring need for creation of alternate employment opportunities. The contemporary phenomenon is mainly attributed to rural urban migration and public work inceptions. Thanks to MGNREGA, it has been able to draw the huge labor force by pushing up the farm wages. This paper has analyzed the employment issues in brief, the changing employment situation since 2000, causes for labor shortage, and the various determinants of labor supply.



Stuart Corbridge and Manoj Srivastava (2013)³ analyzed that Economic growth in India has failed to reduce extreme income poverty or provide decent jobs. This paper suggests that geographies of EAS fund flows illuminate the nature and workings of the local state. Distribution of EAS funds within districts and blocks is most uneven where allocative power is effectively monopolized by a regional political boss and/or is unchallenged by bureaucratic oversight mechanisms.

1.3 Statement of the Problem:

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is an execution for terminating the poverty and unemployment in rural areas. Through this act employment opportunities have been raised and women become empowered. Mahatma Gandhi National Rural Employment Guarantee Act is claimed to world’s largest developmental initiative and has been in operation for over 13 years since 2006. Its outlay has now reached to Rs.6900 crore in 2018-19. Even though some positive aspect like days employment generated and families benefited. In sivagangai district, recognized officially as among the most backward parts of India, was particularly suited to our purposes. It is considered an industrially under developed area with a low level of human development and a large portion of local households living in material poverty, and it is a drought prone area. Shortly before our survey the district was praised as one of the best performing in terms of MGNREGS Implemental (Government of India, 2009). The main of the study is to identify the level of awareness among the household workers in villagers about MGNREGA scheme.

1.4 Objectives of the study:

The Main Objectives of the study is to analyze the level of awareness among the household workers in villagers about Mahatma Gandhi national Rural Employment Guarantee Act.

1.5 Research Methodology:

Research methodology is the scientific approach to validate the research design. It is the process by which the researcher produces authentic research findings. The methodology part

Provides details about the research design for the study, the nature and source of data collected for the study and details about the research instrument used.

1.5.1 Population of the Study:

Table 1.2

Total Number of Registered Beneficiaries and MGNREGA scheme – Sivagangai District – Kannagudi Block

S.No	List of Panchayat under Block	Kannagudi	Total No of Registered Workers	Total No of Active Registered Workers	Sample Size Selection (No of Persons)
1	Chittamur		294	215	5
2	Hanumanthakudi		691	555	20
3	K.Siruvanoor		717	600	25
4	Kalathur		700	513	20
5	Kallivayal		477	366	10



6	Kandiyur	631	473	15
7	Kangani	402	326	10
8	Kannagudi	1080	824	30
9	Koduvor	352	265	5
10	Pusalagudi	454	384	10
11	Puthurani	530	331	10
12	Siruvachi	663	425	15
13	Thathani	396	297	10
14	Theralapoor	656	425	15
15	Thirupakottai	636	431	15
16	Unjanai	562	443	15
17	Vengalore	583	470	15
Total	17 (Panchayat Under Kannagudi Block)	9824	7343	245

Source:

In Sivagangai district there are 12 blocks such as Devakottai, Ilayangudi, Kalayarkovil, Kallal, Kannagudi, Manamadurai, S.Pudur, Sakkotai, Singampunari, Sivagnaga, Thiruppathur, Thirupavanam among those block the researcher choose Kannagudi Block for their study area.

1.5.2 Sample Size for the study:

The sample size for the study is 245. The sample size was chosen on the basis of list of panchayat registered beneficiaries.

1.5.3 Sampling Technique:

The sampling technique used for the study is Multi stage sampling method to chosen the block and to chosen the workers the proportionate stratified sampling method had been chosen for the study.

1.5.4 Sources of data:

The primary data were collected using structured interview schedule method and questionnaire. Face to face, self administered, interview schedule was used as a data collection tool to collect the data from Customers and Secondary data were collected from Reserve bank of India Websites.

1.5.5 Area of the Study:

This study covers the 12 blocks of Sivagangai District of Tamil Nadu in South India which comprises Kannangudi, Sakkottai, S. Pudur, Singampunari, Tirupathur, Kallal, Kalayarkoil, Ilayanudi, Manamadurai, Tiruppuvanam and Sivagangai blocks. Among all those block one block had been chosen.



1.6 Data Analysis & Interpretation:

Table – 1.3
Demographic Profile of the Respondents

Gender	Response	Percentage
Male	74	30
Female	171	70
Total	245	100
Age		
Less than 30Years	46	18.7
31 to 50 years	164	66.9
51to 70 years	21	8.5
Above 70 Years	14	5.7
Total	245	100
Occupation		
Farmers	178	72.6
Manual labour	39	15.91
Others	28	11.4
Total	245	100
Marital Status		
Married	189	77.1
Unmarried	11	4.4
Widowed	45	18.3
Total	245	100
Community		
Forward Class	31	12.6
Most Backward Class	72	29.3
Scheduled Caste	64	51.2
Scheduled Tribe	78	31.8
Total	245	100

Source: Primary data

Interpretation:

1.6.1 Gender of the Respondents:

In this study the gender is classified in to two categories namely male and female. The classification of the respondents based on their gender is presented in above table. The above table reveals that 70 per cent of the respondents are female whereas the remaining

30 per cent of the respondents are male. It is evident from Table 1.3 that majority (70 per cent) of the respondents are female.

1.6.2 Age of the Respondents:

The age of the respondents is one of the important profiles of the respondents. Since the age of the respondents may have its influence on the level of awareness, of the MGNREGP, it is included as one of the important profile variable. The important age groups among the respondents are less than 30 years and 31 to 50 years which constitutes 18.7 and 66.9 per cent to the total respectively. Therefore, Majority of the respondents were age group between 31-50 years.

1.6.3 Occupation of the Respondents:

The occupational status of the respondents will reveal their status in the society. As the occupational background of the respondents may influence their level of awareness, attitude and participation in the activities of the MGNREGP, it is included as one of the profile variable. Table 1.6.3 reveals that 73% per cent of the respondents are farmers and 16% were Manual Labours and 11 per cent of the respondents are other than agriculture.

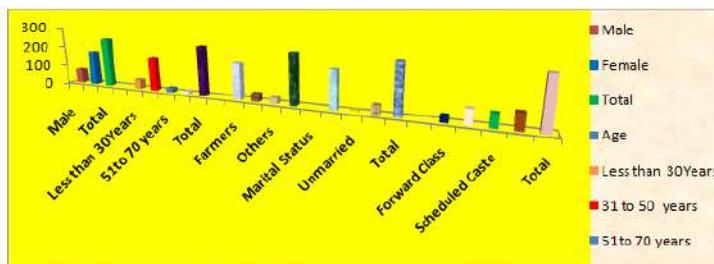
1.6.4 Marital Status of the Respondents:

The marital status of the respondents reveals the stage at which the respondents are in their life cycle. As the marital status of the respondents may increase their family commitments and the involvement in their subsequent activities, it is included as one of the profile variables. The Marital status among the respondents is married which constitutes 77 per cent to the total. The unmarried respondents constitute 4% and Widowed respondents were 18% its total respectively.

1.6.5 Community of the Respondents:

The community reveals the social class of the respondents. It is one of the important profiles of the respondents. As the social class of the respondents may influence their level of participation and involvement in the MGNREGP activities, it is included as one of the profile variables. The community of the respondents in the present study is confined to forward class, most backward class, backward class, scheduled caste and scheduled tribe. The important communities among the respondents are Forward class and backward class which constitutes 12% and 29% to the total respectively. 51% and 32% of the respondents were scheduled caste and scheduled tribe.

Figure 1.1
Demographic Profile of the Respondents





1.6.2 Level of awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act – Factor Analysis:

Factor Analysis:

Factor analysis is a technique that is used to reduce a large number of variables into fewer numbers of factors. Factor analysis extracts maximum common variance from all variables and puts them into a common score. Factor analysis is employed in any research study on social science and management not only for factor reduction but also for identifying the important variables. In this study the factor analysis is employed to group the Level of awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act. It is a multivariate statistical technique used to compress and simplify the set of large parameters into a small number of parameters called factors. This analysis is carried out for each variable using an extraction method of principal component analysis with varimax Kaiser Normalization rotation method.

Level of awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act - KMO and Bartlett's Test:

The use of KMO and Bartlett's test of sphericity is primarily essential to measure sample adequacy of using factor analysis. The small value of KMO statistics indicate that the correlation between pair of variables cannot be explained by other variables and the factor analysis may not be appropriate. The KMO measure of sampling adequacy was calculated by using the correlation test, to check whether the variables in the sample are adequate to correlate. The general rule of thumb is that a KMO value should be greater than the 0.5 for a satisfactory analysis to proceed.

**Table 1.4
KMO and Bartlett's Test:**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.724
Bartlett's Test of Sphericity	Approx. Chi-Square	521.452
	Df	.36
	Sig.	.000

SOURCE: Primary data

High value of KMO (0.831 > .05) of indicates that a factor analysis is useful for the present data. The significant value for Bartlett's test of Sphericity is 0.000 and is less than .05 which indicates that there exist significant relationships among the variables. The resultant value of KMO test and Bartlett's test indicate that the present data is useful for factor analysis.

**Table 1.5
Level of awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act - Reliability Statistics**

Cronbach's Alpha	N of Items	No of variables
.921	245	10



The reliability of scales used in this study was calculated by cronbach’s coefficient alpha and normally it ranges between 0 and 1. All constructs obtained an acceptable level of a co-efficient alpha above. 7, indicating the scales used in this study was reliable.

Table 1.6

Level of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act - Total Variance Explained

Total Variance Explained									
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.671	52.721	43.723	2.782	49.789	23.234	1.436	36.252	41.139
2	2.589	12.314	74.281	1.741	36.419	34.781	2.156	41.036	89.144
3	.632	13.342	81.789	1.025	39.637	48.234	5.341	36.321	41.368
4	.785	8.732	91.301	2.071	41.541	71.891	1.872	12.056	11.471
5	.611	3.542	76.311	6.183	37.876	41.356	2.482	49.369	53.186
6	.421	1.364	81.411	3.173	23.826	38.781	3.235	56.036	63.122
7	.832	1.716	100.000						
8	.346	2.341							
9	.391	3.581							

Extraction Method: Principal Component Analysis.

SOURCE: Primary data

In the above table explained the rule of thumb is applied to choose the number of factors for which ‘Eigen values’ with greater than unity is taken by using Principal Component Analysis method. The Component matrix so formed is further rotated orthogonally using Varimax rotation algorithm which is the standard rotation method (Kaiser, 1958). All the statements are loaded on the two factors.



Table:1.7

Level of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act - Rotated Component Matrix

Rotated Component Matrix				
	Variables Name	Component		
		1	2	3
V1	Signature for having Worked	.951		
V2	Signature for the Wages Received	.836		
V3	Recording date and Hours of Work	.658		
V4	Documenting of receiving the duplicate card		.756	
V5	Photo copy of the card		.691	
V6	Term of Employment days		.932	
V7	Mode of making attendance of every manday			.889
V8	Wages and the level of work employees			.625
V9	Reporting in case of missing of the card			.741

Source: Primary Data

From the above table the rotated component matrix can be segregated into fifteen factors and it can be grouped into five factors. The factors were named as "Lack of Awareness", "Lack of Education", and "Lot of procedures".

1. Lack of Awareness:

First factor consist of three variables namely Signature for having worked (.951), Signature for the Wages Received (.836), Recording date and Hours of Work (.658) and all these factors are considered as "Lack of Awareness". Among these three factors Signature for having worked is the Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act.

2. Lack of Knowledge:

The second factor consists of three variables Documenting of receiving the duplicate card (0.756), Photo copy of the card (.691), Term of Employment days (.932) and all these factors are termed as "Lack of Knowledge". Among these factors term of employment days Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act.

3. Lot of procedures :

The third factor consists of two variables lot of Procedures to Mode of making attendance of every manday (.889), Wages and the level of work employees (.625), Reporting in case of missing of the card (.741) and all these factors are termed as "Lot of procedures". Among these three factors Reporting in case of missing of the card is

the lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act.

Therefore, from the above table it can be grouped into 3 variables. The most important lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act such as Signature for having worked, Term of Employment days, Mode of making attendance of every manday.

1.6.4 Difference Between Gender And Lack of Awareness Among The Household Workers In Villagers About Mahatma Gandhi National Rural Employment Guarantee Act – Annova:

Hypothesis: There is difference between Gender and Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act.

Table 1.8

Difference between Gender and Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act.

S. No	Preference Factors	Sum of Squares	Df	Mean Square	F	Sig.	
1	Lack of Awareness	Between Groups	0.74036	4	0.21	0.814	.001*
		Within Groups	132.6432	241	0.251		
		Total	128.2456	245			
2	Lack of Knowledge	Between Groups	5.127	4	1.042	5.412	.001*
		Within Groups	123.537	241	.243		
		Total	154.624	245			
3	Lot of Procedures	Between Groups	45.515	4	13.164	18.781	.000*
		Within Groups	312.675	241	.641		
		Total	328.190	245			

* significant at 0.05 % level

From the above table it is inferred that relating to Lack of Awareness, Lack of Knowledge, Lot of procedures. There is no significant difference between the gender and Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act .

1.7 Findings of the study:

1.7.1 Findings from Percentage Analysis:

- ❖ It is observed that 70 per cent of the respondents are female whereas the remaining 30 per cent of the respondents are male. It is evident from Table 1.3 that majority (70 per cent) of the respondents are female.
- ❖ It is Noted that less than 30 years and 31 to 50 years which constitutes 18.7 and 66.9 per cent to the total respectively. Therefore, Majority of the respondents were age group between 31-50 years.
- ❖ It is observed that 73% per cent of the respondents are farmers and 16% were Manual Labours and 11 per cent of the respondents are other than agriculture.



- ❖ It is examined that the Marital status among the respondents is married which constitutes 77 per cent to the total. The unmarried respondents constitute 4% and Widowed respondents were 18% its total respectively.
- ❖ It is observed that among the respondents are Forward class and backward class which constitutes 12% and 29% to the total respectively. 51% and 32% of the respondents were scheduled caste and scheduled tribe.

1.7.2 Findings from Factor Analysis:

It is observed that the rotated component matrix can be segregated into fifteen factors and it can be grouped into five factors. The factors were named as “**Lack of Awareness**”, “**Lack of Education**”, and “**Lot of procedures**”. Therefore, from the analysis table it can be grouped into 3 variables. The most important lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act such as Signature for having worked, Term of Employment days, Mode of making attendance of every manday.

1.7.3 Findings from Anova:

It is observed that relating to Lack of Awareness, Lack of Knowledge, Lot of procedures. There is no significant difference between the gender and Lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act .

1.8 Suggestions:

The Government of India still give more awareness about MGNREGP scheme to the workers. Because workers didn't aware some procedures relating to this scheme.

1.9 Conclusion:

Many states integrated MGNREGA works with local planning and gained much in terms of employment generation and asset creation and to an increased agricultural potential. The scheme is more inclusive of vulnerable sections of the society including scheduled castes, scheduled tribes and women. The researcher concluded that, the most important lack of Awareness among the household workers in villagers about Mahatma Gandhi National Rural Employment Guarantee Act such as Signature for having worked, Term of Employment days, Mode of making attendance of every manday. Therefore, Government of India still gives more awareness about MGNREGP scheme to the workers

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COMPARATIVE STUDY OF ONLINE BUSINESS DURING PANDEMIC IN INDIA

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Abstract

‘Online Business’ is the business in which the transactions are done electronically. Customers order their demands and meet their orders through home delivery. Now-a-days, many people purchase goods and services online i.e., convenient to them (save time and effort).

COVID-19 declared a pandemic in India on 23rd March 2020, after that there was complete lockdown in the country for a long period. Everyone has faced this critical situation.

In this paper, we are going to discuss is the online business affected during pandemic in India? Is there an opportunity for the growth of online business?

Keywords: Online business, COVID-19, pandemic, opportunity.

INTRODUCTION

In the era of digitalization, the online business has made a great impact in everyone's life. **Online business** is a market place where we exchange products and services without being physically present.

The activities of such business are done digitally which might be entire or partial. The benefits of these businesses are to make easy access of goods and services to the customers.

The exchange of products and services may be following kinds:

1. B2C (Business-to-Consumer)
2. B2B (Business-to-Business)
3. B2G (Business-to-Government)
4. C2B (Consumers-to-Business), etc.

Online business is also known as ‘E-commerce’ or ‘E-business’.

“E-commerce can be defined in general term for buying and selling process that is supported by electronic means.”¹

The online business has become more successful after the introduction of the term ‘m-commerce’. There are two terms i.e., ‘e-commerce’ and ‘m-commerce’. ‘E-commerce is exchange of goods and services over internet that is usually done through any electronic



means’, whereas ‘m-commerce is exchange of goods and services through mobile phones’.

In the modern age, most of the people use smart-phones which made access of online shopping for buyers at anytime and anywhere.

COVID-19

According to World Health Organization, "COVID -19 is an infectious disease caused by a newly discovered corona-virus." Many people died due to this disease. It affected many countries over the world.

It became a pandemic not only for India but also for the rest of the world due to unavailability of vaccine and treatment for it.

Due to this, the economy got shut down. Lockdown took place everywhere and people were advised to “Stay home, stay safe”.

LITERATURE REVIEW

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OBJECTIVE OF THE STUDY



The study will focus on the impact of COVID-19 on online business i.e., is there any rise or fall in sales and profits of the company?

The study will also focus on whether there could be opportunity for growth of online business after pandemic.

RESEARCH METHODOLOGY

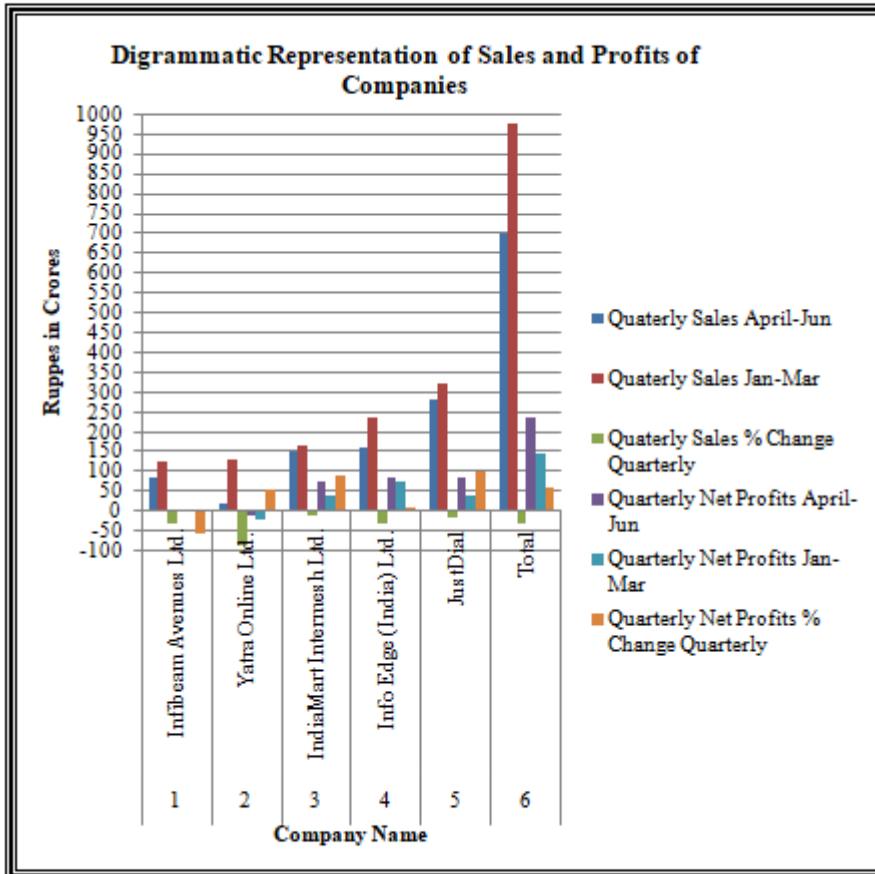
- **Samples:** Businesses like JustDial, Infibeam Avenues Ltd., Yatra Online Ltd., IndiaMart Intermesh Ltd., and Info Edge (India) Ltd. are taken for the study.
- **Data Collection:** Data is collected through secondary sources.

Table showing the Sales and Profits of Companies Quarterly

(Rupees in Crores)

S.No.	Company Name	Quarterly Sales			Quarterly Net Profits		
		April-Jun	Jan-Mar	% Change Quarterly	April-Jun	Jan-Mar	% Change Quarterly
1	Infibeam Avenues Ltd.	86.34	123.17	-29.9	3.18	7.36	-56.79
2	Yatra Online Ltd.	19.21	128.4	-85.04	-7.95	-18.66	57.4
3	IndiaMart Intermesh Ltd.	151.3	165.8	-8.74	76.5	40	91.25
4	Info Edge (India) Ltd.	162.43	234.96	-30.87	83.32	76.07	9.53
5	JustDial	280.14	322.82	-13.22	83.22	41.62	99.96
	Total	699.42	975.15	-28.27	238.27	146.39	62.76

Table 1: Sources: See References



From the above data, the overall sales for the quarter 2 (April-Jun) i.e., during pandemic is declined by 28.27% in comparison to the sales of the quarter 1 (Jan-Mar) i.e., before pandemic whereas, the overall net profit for the quarter 2 is increased by 62.76%. This shows that the sales of all the five companies are decreased in the pandemic, but the profits are quite high except Infibeam Avenues Ltd. and Yatra Online Ltd.

FINDINGS

Through the above study, it is found that there is negative impact on the sales of companies during pandemic, the reason for so, might be lockdown and restrictions made by Government in the country.

Despite the decrease in sales output there is increase in the net profits of the companies. The reason could be:



- *High price charged:* ‘The sales have direct relationship with the profits’. But, there is inverse relationship between them, which reflects that companies has charged high prices for their products and services that are sold.
- *Products having high margin:* Another reason could be the demand of products and services that contain high margin would be more during pandemic. Products like medicines, sanitizers, etc. would be included in this category.
- *Less demand of durable products:* During lockdown, there was less demand of durable products, which may result in the decline of sales.
- *Cut in cost:* ‘The variable costs are directly proportional to the sales’. During pandemic, employees worked from home which result a cut in their transportation cost. Not only this, there is also cut in electricity charges because offices were closed during the period. The shipping cost got also cut due to less demand.

Although, the fall in the sales, the companies were still in the profits during pandemic which indicates that there is an opportunity for the growth of online businesses through adopting various tools and techniques.

Note: The reasons stated above are assumptions. These might be subject for the further findings.

SUGGESTIONS

“What are the factors that impact the online business during pandemic”, will encourage other researchers to investigate deeply in the respective area.

“Why there is an inverse relationship between sales and net profits” and “what would be the tools and techniques for growth of online business after the pandemic” would enhance the knowledge of other researchers.

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EDUCATIONAL INITIATIVES CARRIED OUT OF BY ITDA BHADRACHALAM – A STUDY

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Abstract

The scheduled tribes in terms of demography, physical barriers, ecology, economy and other socio-cultural aspects are different from the rest of the population. Despite many developmental and educational programmes launched for the benefit of the tribal communities, they still remain backwards socially, educationally and economically. Among the varied programmes initiated for tribal folk, ITDA is a milestone and flagship programme of the government of India and to the implemented by the state government, with an exclusive emphasis on the overall development of tribal's in the identified scheduled areas, where the tribal population is predominant. This paper looks at the educational initiatives carried out of by ITDA Bhadrachalam Khammam District with the primary objective of ensuring an integrated approach towards implementation of development programmes for the tribal's in the sub-plan areas of Khammam District, in the erstwhile AP.

Key Words:ITDA Bhadrachalam

INTRODUCTION

Education is the pivotal instrument for National Development. It trains an individual, develops his reasoning and decision-making power. A well-educated person acquires knowledge, to lead a meaningful and purposeful life. gets confidence, knowledge and potential to acquire what he wants. If every citizen is educated then the country will certainly prosper in all fields. Education is the process of training a man to realize the purpose of life by developing all the faculties to the fullest extent as a member of society. This can be discovered by reason and by his freewill (Aristotle).Plato opined that Education is the process of development of the mind and body of man so that he/she eagerly pursue the ideal perfection of citizenship. According to Albert *Einstein*, Education is what remains after one has forgotten what one has learned in school (S.S. Chandra).

Tribal Development in India is a subject which is being discussed among personnel of higher ranks, statesmen, academics and scholars for over six decades. During this period, it has become a subject which drew serious and widespread concern and pronounced attention from several quarters ranging from policymakers and programme planners to academicians. Since the state is becoming increasingly important in the context of tribal development, the public policy and administrative system relating to this field have been subjected to serious intellectual scrutiny during all these years. Thus, the tribal development has come to occupy a very important place in the agenda of social science research in the country.



Need for the study

Notwithstanding the large quantity of research in the area of tribal development the real conditions existing in the tribal areas and the problems confronting these people were never subjected to intellectual scrutiny. One wonders, what exactly could be the academic contribution to the welfare of these masses. At least, some fundamental issues should have been addressed to by the scholars, for instance in which respect with relation to whom, and how far the scheduled tribes are backward in to (b) to what extent the history is responsible for the backwardness vis-à-vis the context (c) what are the latent expectations from the constitutional provisions (d) how sincere are the governments in their attempts to uplift these masses (e) to what extent the government policies and programmes changed the conditions of the tribals and their education (f) what are the factors in the environment that promote or impede tribal education and (g) whether the policies and institutional structures evolved by the government are really suitable to their task of tribal development and their education.

All these questions to a large extent remained unanswered. As a result of these complexities, tribal education and their development has been puzzling the minds of the concerned policymakers, planners, administrators, social scientists and so on. Against this backdrop, the present study is attempted to fill the gap in the literature in the field of tribal education and also to find a solution to at least few of the questions that are agitation the minds of those concerning the tribal development through their education.

Importance of the study

The level of knowledge is an important poverty indicator and the inability of the tribal children to access to acquire knowledge is the main reason for their backwardness. Education is a basic necessity for the socio-economic development of any individual. A study on Educational initiatives carried out by ITDA Bhadrachalam in Khammam District attains important programme and its implementation in the tribal areas for providing quality education to the tribal students will throw light on the planning and implementing educational programmes, across the country.

QuEST (Quality Education for ST students) is the innovative activity taken up by the CTW in TW management Schools. The programme is designed with a view that teaching and practice should be conducted in the classroom simultaneously such that the learning will be accelerated among the tribal students. Moreover, immediately after conduct of teaching, if the student provided with the opportunity to work the learned activity, the sustainability of the learning will be observed and retained for a longer time.

The study assumes significance in the context of diverse opinions prevailing in different quarters regarding the effectiveness, utility and continuance of the various educational and welfare programmes meant for scheduled tribes, which have been serving various needs of these people in rural areas. Further, since the study is undertaken in one of the under-developed districts in the country, the findings may throw light on the effectiveness of these programmes in bringing about the overall development of scheduled tribes in similar districts elsewhere. Besides, in view of the paucity of comprehensive micro-level, region-specific studies in the field of the tribal education sector, it is hoped that the study would fill the research gap to some extent.



Scope of the study:

The present study intends to examine the tribal educational programmes as implement by ITDA Bhadrachalam in its jurisdictional area. However, the study also attempts to examine the level of implementation of tribal educational initiatives and their success in achieving the expected outcomes at the micro level, particularly at the grass-root level. For this purpose, the study was conducted at three levels District block and village levels. Out of the 9 ITDA's which are in operation in Telangana, ITDA Bhadrachalam is selected for in-depth study. Within the area of this ITDA 3. Mandals were selected for an in-depth analysis of the working of ITDA in the education sector. Among the varied programmes initiated for tribals, ITDA is a milestone and flagship programme of the government of India and to the implemented by the state government, with an exclusive emphasis on the overall development of tribals in the identified scheduled areas, where the tribal population is predominant. This paper traces the initiatives by ITDA in implementing their mission.

Bhadrachalam ITDA

The ITDA Bhadrachalam in Khammam District was established with the primary objective of ensuring an integrated approach towards implementation of development programmes for the tribals in the sub-plan areas of Khammam District.

In the presence of great social diversity in India, it is difficult to change the social background of students, parents and their economic conditions. Therefore, the only option left for one is to provide uniform or relative equal quality of teaching-learning resources etc. For quality education across the country, there should be a network, which provides equal quality education to all students, including the students from rural areas and tribal areas.

The Scheduled tribes, since ages, have been victims of socio-economic exploitation and have been relegated to low income generating occupations, inferior trades, unhealthy environment and unclean unskilled occupations. Although clear untouchable practices may be declining in many parts of the country, caste rigidities continue to confine many Schedule Tribe workers in demeaning occupations, which put them at a disadvantage when compared to other communities. The forces of urbanization, social and protective legislation, positive discrimination and other measures taken by the Government have led to a gradual improvement in occupational mobility and living standards over the years, but the living conditions of the majority of Scheduled Tribes continue to show socio-economic backwardness.

Even after 70 years of independence, Tribals in the erstwhile States of Telangana and Andhra Pradesh continue to suffer. The budgetary allocations never reached to the poor and no significant change is noticed in their lifestyle. Successive governments continue to ignore the welfare of Tribals and whatever promises they make get restricted to either election manifestoes or plans on paper. Their socio-economic condition remains the same with poor implementation of ST sub-plans and diverting the funds meant for their economic development to some other sectors.

In the light of the above-discussed view, to carry out a comprehensive study on the integrated tribal development it is felt essential to examine the origin and historical perspective of the tribes besides the concept and definition of the term tribe. The centuries of social, economic and educational deprivations and discrimination that the



scheduled tribes are subjected to have been acknowledged by the statesmen politicians and philanthropists of Independent India. So, to protect them from such discriminatory humiliations and provide them with the opportunity to enjoy minimum fundamental rights, specific provisions for affording their development and empowerment are incorporated in the constitution of India.

Scheduled Tribes and their Education:

The tribes belong to various racial, linguistic, economic, social and religious categories. There are differences between these tribes because they are at different levels of development and participation in national life. The fact that tribal people need special attention can be observed from their low social, economic and participatory indicators. Whether it is maternal and child mortality, size of agricultural holdings or access to drinking water and electricity, tribal communities lag far behind the general population.

The Scheduled Tribes in India are still at the bottom level of the national educational percentage. The Govt. of India is emphasizing on inclusive growth but the reality is altogether different. Our Nation Plans are spending a huge amount on education but it is not yielding the expected results in the case of education among the tribals.

The following are some of the structural impediments of tribal cultures and their environment, which even today hinder the progress of education in tribal areas:

- Tribal children are economic assets to their families and so the parents are not willing to lose this benefit by sending their children to the educational institutions.
- Since the tribal communities have no tradition of formal education they have a negative attitude towards formal education.
- Each tribal community has its own dialect and not conversant with the regional languages used as the medium of instruction, thus the children find it difficult to understand the instruction in the classroom.
- A communication gap exists between the teachers and the taught because of the medium of instruction used in the schools and also irrelevant curriculum

The cumulative effect of all the structural impediments as mentioned is that tribal parents lack the motivation to send their children to the schools. Enrolment figures are very poor and a large part of even these enrolled drop out after some time. Wastage and stagnation are still serious problems in tribal education.

Despite the high overall enrolment rate for primary education, among rural children of age 10, half could not read at a basic level, over 60% were unable to do any division, and half dropped out by the age 14. Erstwhile Andhra Pradesh is one of the 28 states of India, situated on the south-eastern coast of the country. Andhra Pradesh has an overall literacy rate of 67.41% as per the 2011 Indian census. The primary and secondary school education is imparted by government, aided and private schools, under the administration of the *School Education Department* of the state.

These schools include Municipal, Residential, Social Welfare Residential, Zilla Parishad, aided and unaided private schools. The mediums of instruction followed by the schools are Telugu, English, Urdu, Hindi, Kannada, Odia and Tamil.

After independence, National and State governments initiated a number of



programmes for the integrated development of tribals in the combined state of Andhra Pradesh. Among the different developmental programmes, education occupied a prominent place. Successive governments introduced a number of initiatives which include the establishment of schools in the far plunged tribal areas, including inaccessible areas, the appointment of teachers mostly from the local communities, providing free books, clothes and food. Even with all these interventions still, the education among the tribals is not satisfactory levels both in terms of access and quality. Among the varied programmes initiated for tribals, ITDA is a milestone and flagship programme of the government of India and to the implemented by the state government, with an exclusive emphasis on the overall development of tribals in the identified scheduled areas, where the tribal population is predominant.

Bhadrachalam ITDA

The ITDA Bhadrachalam in Khammam District was established with the primary objective of ensuring an integrated approach towards implementation of development programmes for the tribals in the sub-plan areas of Khammam District.

Establishment of ITDA under the Society Registration Act 1974-75

- 1st at Khammam 1974-75
- Shifted to Paloncha 17-12-1979
- Shifted to Bhadrachalam 09-02-1993

Bhadrachalam ITDA Area Consist of 29 Mandals and is inhabited by (3) different types of Tribal Groups. The Tribal Population in Khammam District is about 6.83 Lakhs, out of which, 0.10 Lakhs belong to Kondareddy community which is categorized as the most primitive in nature.

Education

The Deputy Director (TW) Khammam Dist. is working at Hq. ITDA, Bhadrachalam under the administrative control of Project Officer with the assistance of 7 ATWOs. The Department is established to provide quality Education to the Tribal children with free food & accommodation. The department also provides required Note Books, Text Books, 4 pairs of Uniforms, bed sheet, carpet & other required items on free of cost. To provide quality of education Ashram Schools and Government Primary Schools are established exclusively for tribal students.

The Pre-Metric Scholarship will be sanctioned to the Tribal students who are studying in Best Available Schools. The Post Metric Scholarship will be provided to the students who are studying in the colleges. The department provides an incentive award of Rs.10,000/-for each inter-caste marriage. Sub Employment Exchange was started in the year 1988. It was established to enrol all qualified scheduled tribal youth for sponsoring to the notified vacancies by the concerned firms. It would work on par with general employment exchange. Deputy Director (TW) will act as Sub Employment Officer.

The DEO (A), ITDA, Bhadrachalam was established in the Administrative campus of ITDA, Bhadrachalam in the year 1986. The posts including DEO (A) have been sanctioned vide G.O.Ms No 301/Edn,dt.9.7.86. The role of the DEO (A) is to look after the different educational institution, monitor the academic functionaries located in TSP area covered in 29 mandals. As per job chart vide Ldis 211C-2-1/76 dt.18.5.88,



G.O.Ms.No 460, dt.19.3.1996 by making visits and inspection. Some times to extend the services of DEO(A) any work entrusted by the Collector and Dist Magistrate Khammam and Project Officer, ITDA, Bhadrachalam.

Gurukulam

The Gurukulam Cells have been established in ITDA Complex during the year 2003- 04 for looking the administrative issues and monitoring the institutions of Gurukulams and for effective function of Gurukulam institutions (Schools/ Jr Colleges/ KGBVs/ Mini Gurukulams) and to look after the Gurukulam related works such as academic and other issues under the control of Project Officers. At present, One Superintendent, Two Sr. Assts. have been working on deputation basis. The Project Officer ITDA Bhadrachalam is designated as Dist. Secretary. The Deputy Director (TW) is designated as Deputy Secretary of Gurukulam.

The level of knowledge is an important poverty indicator and the inability of the tribal children to access and acquire knowledge is the main reason for the backwardness of tribes. Education is the basic necessity for the socio-economic development of any individuals and the society. An ideal and customized education system that suits the special needs of the tribal children and provides an opportunity to pursue the personal aspirations and career goals, is the cornerstone to the progress of tribal communities.

College education

College of Teacher Education (TW), Bhadrachalam was established by the Tribal Welfare Department, Government of Andhra Pradesh and managed by the ITDA, Bhadrachalam in the year 2000. The College was set up with a noble cause of promoting educational standards among indigenous/hill tribes from the remote pockets of the tribal area who have been deprived of education for ages and stand unique in India.

Statement of the Problem:

Despite several educational interventions being evolved and implemented from time to time in tribal areas, the tribals have not achieved the levels of literacy on par with other communities of the country. Most of the existing anthropological/sociological researches on school education have attempted to examine the statistical relations regarding the infrastructural, technocratic and socio-economic parameters. Further, their findings are mostly found associated with pupils' achievements, absenteeism, drop out etc., Beyond this, no evidence of linkages amongst teacher, society and pupils failures is available. In other words, what actually happens in the schools and its relationship with society is almost ignored.

In this context, a study entitled “**Educational initiatives carried out of by ITDA Bhadrachalam – A Study**” has been undertaken with the following objectives.

Objectives:

Within the purview of the scope of the study, the following objectives are formulated to assess the implementation of the educational policies and the programmes for the overall development of tribals carried out by ITDA. Besides, the methodology adopted for selecting the sample and sources of data are presented in forthcoming pages followed by the organization of the study.



The main objectives of the present study are:

1. Trace out the origin and development of the education policy framework evolved by the government of India and Telangana for the tribals.
2. To assess the implementation of educational initiatives by ITDA for the Tribals in the agency area
3. To examine the structure, functions and programmes of the educational initiatives managed by ITDA.
4. To educate the educational initiatives carried out by ITDA Bhadrachalam and to suggest in measures for their successful implementation.
5. To know the impact of education and the Socio-economic development of the tribal students in ITDA Bhadrachalam area.
6. To study the effectiveness of pre-service and in-service programmes made available for teachers working in the ITDA schools and other institutions.
7. To suggest policy measures for improving and affective execution of educational programmes.

The hypothesis of the Study:

On the basis of the scope and stated objectives of the following hypotheses are formulated and are tested with quantitatively and qualitatively analyzing the data collection for the purpose.

1. The progress of elementary education is hindered owing to lack of proper institutional arrangement, infrastructural and other facilities in elementary schools.
2. There is a sharp inequality in enrolment pattern within the different class, caste and gender.
3. The wastage and stagnation problem are an outcome of different factors like geographical, in-school, social, and economic.
4. Low enrolment of girls is the reflection of low parental perception of the importance of education, social discrimination and poverty.
5. Illiteracy and ignorance of the parents are great obstacles in the way of elementary education.

Methodology

The present study is based on survey research method. The data necessary for the study were collected from primary and secondary sources. Every division of I.T.D.A. Bhadrachalam is thoroughly examined for the presentation of work through records, inter comparisons and public opinion to realize the objectives of the present study. The main sources of data as follows.

Primary data:

The study is mostly based on primary data collected from the ITDA Bhadrachalam. The interview schedule was used to collect the primary data from the respondents. The collected data from the field survey related to various aspects of the



ITDA's programmes as well as the problems of different functionaries, the views of the tribals on the functioning of the ITDA and its impact on tribals development.

The units of observation and analysis for this study are rural Schedule Tribe households. The total number of rural households selected in the sample is 360 respondents inhabited in 3 mandals in the ITDA area of Bhadrachalam.

The primary data was collected from the field about the various aspects of the ITDA such as its structures, programmes method of operation and problems of different functionaries, the views of the tribals about the functioning of the ITDA, and its impact on tribal development. Various techniques were adopted by the researcher for the collection of the above primary data.

Secondary data

Secondary data needed for the present study were collected from the published and unpublished data from a secondary source such as state and central government offices, which include the ten five-year Plan documents, published by the Directorates of School Education and Rural health, the All India Education Sortie, and some selected documents of the other research publication, books, Journals etc. Besides, reports and records from Chief Planning officer, Tribal Welfare Department Telangana, Census of India and Tribal Research Institute, Hyderabad also perused.

Conclusion

The scheduled tribes in terms of demography, physical barriers, ecology, economy and other socio-cultural aspects are different from the rest of the population. Despite many developmental and educational programmes launched for the benefit of the tribal communities, they still remain backwards socially, educationally and economically. Among the different developmental programmes, education occupied a prominent place. Successive governments introduced a number of initiatives which include the establishment of schools in the far plunged tribal areas, including inaccessible areas, the appointment of teachers mostly from the local communities, providing free books, clothes and food. Even with all these interventions still, the education among the tribals is not at satisfactory levels both in terms of access and quality.

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NEUROMUSCULAR ELECTRICAL STIMULATION AND TRADITIONAL VOICE THERAPY IN UNILATERAL ADDUCTOR VOCAL FOLD PALSY MIMICKING ASTHMA

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Introduction

Neuro-muscular electrical stimulation (NMES) primarily facilitates improvement of muscle strength, decrease in spasticity of antagonist muscles, increased movement range, improvement of voluntary motor control and recovery of functional movement. In recent years NMES has been found to be effective in the stimulation of an intact lower motor neuron (LMN) to activate paralyzed muscles. NMES is subdivided into 2 types namely Therapeutic NMES and Functional NMES. The former one is used for repetitive stimulation of activation of paralyzed muscle to minimize specific impairments like motor weakness, spasticity, cardiovascular deconditioning. Functional NMES is used to activate paralyzed muscle at a precise sequence to assist in the performance of ADLs or to provide stability to a joint or maintain biochemical integrity and therefore function [1]. NMES works by releasing electric current in a conducting medium such as a body fluid. The electric current activates the motor units by inducing action potential in the motor nerve. Vocal cord paralysis implies vocal fold immobility due to neurologic injury. Paralysis occurs from damage to either the Superior Laryngeal Nerve (SLN) or the Recurrent Laryngeal Nerve (RLN) [2].

Voice therapy for vocal fold paralysis is humming/resonant voice to improve closure of glottis, encourage abdominal breath support, improve vocal function, intrinsic laryngeal muscle strength. Application of NMES in field of speech language and pathology is in preliminary emergences. In a study done on 2 female patients reported apparent clinical effectiveness of NMES in combination with voice therapy for rehabilitating dysphonia secondary to suspected superior laryngeal nerve weakness (SLN). Both the patients failed or plateau with traditional voice therapy but had significant improvement with the addition of NMES [3]. Future studies can consider investigating whether the NMES, either alone or with behavioral voice therapy, might provide better voice outcomes than voice therapy alone [4].

Concept of Neuromuscular Electrophonatory Stimulation (NMEPS) in which the voice exercises are performed together with single stimulation pulses. Findings of the various researches have reported NMES to be effective to improve hyolaryngeal elevation, restore the muscle function and increases the sensory perception [5,6]. If voice therapy is combined with electro-stimulation therapy, all three aspects namely regeneration, protection, and compensation is seen [7].



Need of the study

In a study done relatively strong reliability of the GRBAS and also reliability of an agreement between GRBAS and CAPE-V are consistent was revealed[8]. The Close quotient electroglottographic parameter provides a important non-invasive scale for assessing glottal configurations and resulting laryngeal oscillatory behavior [9]

All these evidences revealed the efficacy of using the perceptual measures including VHI, CAPE V, GRBAS and the electroglottographic parameters in pathological voice conditions and instigated to do this study using these parameters to evaluate the efficacy of combined voice therapy paradigm including voice therapy and NMES.

METHOD

The participants included patients who have underwent examination by a qualified neurologist, otolaryngologist showing no abnormalities or UMN pathology along with good English proficiency. Patients with hearing impairment, cardiac pacemakers, hemorrhagic condition, thrombosis and thrombophlebitis, radiotherapy, malignancy, infected wound and skin lesion were excluded.

Tools used for assessment were Electroglottograph of model Tiger DRS with model number with gold-plated 32mm in diameter for adults EGG gain switch of 6 decibel and SNR of 55 decibel with a frequency response from 30 Hz to 1500 Hz with electrode voltage below 1 volt was used. The Laryngeal Strobe, Model 9400, latest version of the acclaimed KayPENTAXStroboscopy light source was used in assessment of vocal fold structure and vibratory characteristics. Perceptual measures VHI, CAPE V, GRBAS. For intervention NMES device was used.

A total of 10 patients 9 males and 1 female of mean age of 50.2 and SD 4.75 were taken for the study who were diagnosed with unilateral adductor vocal fold paralysis. The patient was selected over a course of 2 years. Ethical clearance was done in Phase 1 including written consent, ethical clearance with reference to NMES. The author's certification was taken that they have no affiliations with or any involvement in the entity with any financial interest or non-financial interest in the subject. Pre therapy assessment was done; the assessment probes included case history, videostroboscopy, perceptual measures including GRBAS, CAPE V, VHI and instrumental measures including Tiger EG PC3 electroglottograph. Intervention strategy included 2 therapeutic Plans were followed for intervention including therapeutic probes NMES and conventional voice therapy including Pushing with vowel | e|, Inhalation Phonation, Coughing with |a|. The therapeutic dosage of 10 minutes for each exercise followed by 2 min gap was practiced. NMES was used for electrical stimulation as the part of Plan B. The skin in the laryngeal and peri-laryngeal area was cleaned to increase adherence of the bipolar electrodes to the skin. Both the electrode was placed on either side of the thyroid lamina. The intensity range of 0-50mA was set with an increment of 0.5mA steps until the patient indicated that any further increase would become uncomfortable. Post therapy assessment was done using Videostroboscopy, perceptual measures including GRBAS, CAPE V, VHI and Instrumental measures including



Electroglottograph was used. Changes were tabulated wherever noticed. Data sampled from the 10 patients for the 10 therapy sessions were compiled in excel sheet with the demographic data of each patient. Also, tabulation of stroboscopic findings was done to monitor the pre and post therapy changes in the vocal folds. Paired t-test was done for the analysis using SPSS version 16.0 over a sample size of 10 subjects for a period of 10 therapy sessions.

Results: -

The present study aimed to investigate the combined voice therapy paradigm including voice therapy and NMES. 10 subjects including 9 male and 1 female were taken over a period of 2 years and the combined voice therapy was given for 10 sessions. Tabulation of stroboscopic changes post therapy sessions of the 10 subjects post 10 therapy sessions is shown in Table I. Four out of ten patients on stroboscopic examination showed vocal fold mobility and improved compensation was observed in every case.

Table II shows the Statistical findings for electroglottographic parameters Contact quotient, Glottal Closure time, vocal fold regularity. The value depicted in the table includes Mean, Standard Deviation, and Standard Mean Error for the Pre-Therapy and Post -Therapy data samples of the electroglottographic parameters CQ, GCT, VFR. Mean value of 67.35000, 4.720000, and 2.494000 was revealed for CQ, GCT, VFR parameters respectively for pre therapy data samples. Mean value of 66.18700, 1.620000, and 1.363000 was revealed for post therapy data samples.

The stated hypotheses of this study that there is a significant difference in the electroglottographic parameters in the pre therapy and post therapy comparisons have been further evaluated by paired t-test using and are given in Table III. In the Table III the values depicted are Mean Difference, t value, Degree of freedom and p value. p value is 0.00 ($P < 0.001$ is significant) for all the electroglottographic parameters revealing significant differences on pre therapy and post therapy comparison of all the electroglottographic hypothesized to have significant differences on pre therapy and post therapy comparisons.

The values depicted in the table includes Mean, Standard, Deviation, Standard Mean Error for the Pre-Therapy and Post therapy (Table IV) data samples of the perceptual parameters that are score of VHI, GRBAS, CAPE V. Mean value of 11.222, 54.067, 57.667 was revealed for GRBAS, CAPE V, VHI for the pre therapy data samples. Mean value of 3.0000, 22.2222, 18.8889 was revealed for the post therapy data samples.

The stated hypothesis of this study that there is a significant difference in the perceptual parameters in the pre therapy and post therapy comparisons have been further evaluated by paired t-test using and are given in Table V. In the Table V the values depicted are Mean Difference, t value, Degree of freedom and p value. p value is 0.00 ($p < 0.001$ is significant) for all the electroglottographic parameters revealing significant differences on pre therapy and post therapy comparison of all the perceptual parameters



hypothesized to have significant differences on pre therapy and post therapy comparisons.

Discussion

The vocal fold immobility persisted after voice therapy all 40 patients included in the study [10] which also contradicted with the findings in the present study. This study contradicted to the results obtained in the present study where 4 out of 10 subjects revealed vocal fold mobility.

Hypothesis 1 There is significant difference in the electroglottographic parameters

In Table III it is observed that there is significant difference in the Contact Quotient, Glottal closure time, Vocal fold regularity pre and post therapy. A significant improvement in the contact quotient in a study done to explore the effectiveness of Vocal exercise therapy using NMPES current which, [11] supported the result of the present study. Studies have reported that in patients receiving electrical stimulation supported voice therapy irregularity decreased significantly even more than that in the traditional voice therapy [12] was in concurrence with the significant changes found in the vocal fold regularity pre and post therapy.

Some authors have shown that TES to the anterior neck stimulates extrinsic muscles of the larynx only, which would not affect true vocal fold closure. These authors advocate that intrinsic muscles are too distal to be stimulated with TES at normal current and voltage levels[13] which contradicted with the result of present study.

Hypothesis 2: There is significant difference in the perceptual parameters

In Table V it was observed that there is significant difference in the GRBAS, CAPE V, and VHI scores pre and post therapy.

An improvement was found for Voice handicap values[14, 15] which were in concurrence with the results of this study.

Conclusion

This study has revealed significant changes in the electroglottographic parameter and perceptual parameters in the combined voice therapy paradigm including the voice therapy and NMES. Mobility in the vocal folds have been in observed in 40% of cases which has not been observed in the earlier literature available and is a new area to be explored. Other significant parameters such as the spectral, acoustic, aerodynamic studies can be done for future revelation of new findings. Limitations of this study included small sample size and individual efficacy of the therapeutic probes used in this study which included NMES and Voice therapy are needed to be explored further individually for its efficacy as an independent therapeutic probe with larger number of sample size.



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Availability of Data and Materials- The study is purely experimental study done under the first author and is transparent without any manipulations or fraud statements.

Conflict of interest- None.

Consent of participants- Proper consent from was taken from patient whenever required.

Ethical approval- Approved by ethical committee.

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JOURNEY OF ECONOMICS FEMINISM-A WAY AHEAD

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Abstract

The world at large has been making its progress by leaps and bounds. The academics of different disciplines have been contributing in terms of literature relevant to specific disciplines. Amidst all these literary contributions, the area of economic feminism has been on the rise, though it had a snails beginning. The world of economics has always fascinated various research scholars such as Adam smith, J.S. Mill, David Ricardo, Keynes, amartya Sen and so on. But a grey area has been a feeling of neglect in the various economic analysis in terms of theories, principles and models. The rise of economic feminism has tried to plug these gaps at regular intervals in terms of their own contributions, which however has been neglected in the theories.Though efforts are made to include it in the main stream of economics, but the gaps have still existed in the literature of economic feminism. The paper has evaluated the economics of feminism theoretically as well as given a pragmatic approach in terms of the current gaps contributing to the rise of feminist economics.

Keywords: Feminism, Gender gaps, Reproductive labour, Economic Participation, Parity.

I. Introduction

Feminist economics as a school of economic thoughts made its mark and significance in the 1990s, although its origins can be dated back to the mid-19th century. Since then, feminist economics has developed its own concepts, analytical frameworks, and methodologies. It includes academics, activists, policy theorists, and practitioners and focuses on topics that have been neglected in the field, such as care work, intimate partner violence, or on economic theories which could be improved through better incorporation of gendered effects and interactions, such as between paid and unpaid sectors of economies. With gender as a central category, it seeks a more integral and humane comprehension of the economy and of the processes of inclusion and exclusion taking place in it. Further, feminist economics has been acclaimed as a political practice that aims at improving the functioning of the economic system so – a step towards inclusiveness and equality among equals. Moreover, feminist economics analyses patriarchy and capitalism as interrelated forms of dominance. Against this background, questions arise about the distribution and disposal of property, income, power, knowledge and the own body. Since liberal and constructivist research traditions exist alongside critical ones within feminist economics, it cannot be considered a coherent paradigm. Yet, all of these approaches deal with reproductive labour and care.



Furthermore, feminist economics analyses the relationships between state policy, science, language, growth and gender relations. Feminist economics criticises that economics is blind with respect to women's experiences and highlights that women are hardly represented in the economic discipline, which in turn affects scientific findings. Hence, feminist economics point out the fact that scientific findings, common ideas, and society as a whole are all formed by power relations. For instance, the analysis of gender relations has only slowly entered the field of economics even though the women's movement has been being active for centuries. The ways in which the economic, political, cultural and scientific spheres are entangled can be shown with an interdisciplinary approach, taking the example of how modernity emerged. Friederike Habermann explains that until the 17th century, women, without the status symbol of a penis, counted as second-class men, but participated in the economic and political sphere. With the witch-hunts (amongst other events), femininity was constructed as being related to nature, emotion, and wickedness, whereas masculinity was supposed to be civil, rational, and driven by reason and morality. Different spheres, such as public and private, were created. Limited participation in those spheres was justified by alleged biological dispositions.

Feminist economics stressed on reproductive labour which comprises of market and non-market-intermediated, paid and unpaid work. Reproductive labour includes for instance raising children, caring for the elderly, purchasing and preparing meals, cleaning, whereas generative reproduction denotes the bearing of children. Caring activities are just named 'care' and have different dynamics than industrial production. The 'product' only comes into being if its recipient is present. Moreover, its quality is heavily impacted by rationalization, for example, if machines are used to save time, since the quality of caring activities emerges from human contact. Even if the productive sphere always requires a reproductive one, since it is based on the availability of Care (and natural resources), up to now, economics has primarily analysed the market-intermediated and paid part of the economy. However, reproductive labour is increasingly visible, partly because this type of labour is now increasingly marketized and partly because women participate more often in the labour market. Due to this 'feminization' of labour, the feminist research tradition has increasingly gained attention in economics. Its focus has been revolving around the following characteristics having its own socio-economic dimensions, namely, Recognition of household works, widespread dichotomies economic-social, productive-reproductive, male-female, Labour Market Participation and the Impact of Macroeconomic policies.

II. Origins and history

In the beginning, feminist ethicists, economists and the political scientists held that the women's reproductive work (e.g. child-raising, caring for sick elders) and occupations (e.g. nursing, teaching) are systematically undervalued with respect to that of men. The term "feminist economics" was first used at the beginning of the 1990s, although the economic analysis of the many inequalities between women and men started much earlier and adopted various forms. Betsy Warrior's writings in 1969 held that



"Economics, as it's presented today, lacks any basis in reality as it leaves out the very foundation of economic life. That foundation is built on women's labour; first her reproductive labour which produces every new labourer (and the first commodity, which is mother's milk and which sustains every new consumer/labourer); secondly, women's labour entails environmentally necessary cleaning, cooking to make raw materials consumable, negotiating to maintain social stability and nurturing, which prepares for market and maintains each labourer. This constitutes women's continuing industry enabling labourers to occupy every position in the work force. Without this fundamental labour and commodity there would be no economic activity nor would we have survived to continue to evolve." Even in underground economies where women predominate numerically, like trafficking in humans, prostitution and domestic servitude, only a tiny fraction of the pimp's revenue filters down to the women and children he deploys. Usually the amount spent on them is merely for the maintenance of their lives and, in the case of those prostituted, some money may be spent on clothing and such accouterments as will make them more salable to the pimp's clients. In 1970, Ester Boserup published *Woman's Role in Economic Development* and provided the first systematic examination of the gendered effects of agricultural transformation, industrialization and other structural changes. This evidence illuminated the negative outcomes that these changes had for women. This work, among others, laid the basis for the broad claim that "women and men weather the storm of macroeconomic shocks, neoliberal policies, and the forces of globalization in different ways. Moreover, measures such as employment equity were implemented in developed nations in the 1970s to 1990s, but these were not entirely successful in removing wage gaps even in nations with strong equity traditions. Various institutional frameworks were also developed nationally as well as internationally.

III. Trends

The feminist's economists never believed in Marxian economists which were based on capitalism and exploitation of labour, the reproductive factor (women) which was ignored. The neo-classical economists emphasized on individual maximization decisions and evaluations carried out according to the marginal principle as well as criteria of efficiency. In such a framework, the exclusion of women from the labour market could be regarded as inefficient and as reducing welfare, since not all persons capable of working participate in the labour market. The higher participation of the women's was an indication of better education, higher productivity in households due to machines, lower birth rates and higher labour demand especially in the service sector. The lower wages that women receive on the labour market are explained in terms of their concentration in certain sectors, for example, in the service sector, and their lower investment in human capital because of potentially taking care of the children. While neoclassical economics developed those explanations, feminist economists emphasised that the described patterns heavily depend on the institutional framework, for example, social role models of families and women, which are socially negotiated rather than a result of a market process. Further women's roles are socially constructed in terms of sex asfeminine', i.e. emotional, altruistic and dependent. Persons with male



(reproductive) body parts are considered to be ‘masculine’, i.e. rational, egoistic and independent. The various macroeconomic policies also to a great extent determine the gender relations. The concept of gender budgeting is another attribute of feminist economics. Women are hardly visible in economics. In the history of economic thought, women are scarcely mentioned, even though during the 19th century female theorists were already writing on economic topics. For instance, Jane Marcet (1769–1858) and Harriet Martineau (1802–1876) authored important standard works on political economy. Women did not, however, always publish using their own name; for example, Harriett Taylor Mill – who, according to Haindinger&Knittler (2014, 18), is one of the outstanding intellectual and guiding writers of the first women's movement in England during the 19th century – authored many works together with her husband, John Stuart Mill, while using his name. In terms of content, Mill advocated women's employment. With ‘The Accumulation of Capital’, Rosa Luxemburg wrote one of the central works of Marxist theory. Many female theorists were closely linked to the women's movement or advocated women's employment or their participation in unions in the labour movement (e.g. Clara Zetkin, August Bebel).

Also, the emergence of feminist economics as a discipline was closely connected to social, political and economic processes, amongst others the political claims of the second wave of feminism in the 1970s. ‘Beyond Economic Man: Feminist Theory and Economics’ by Marianne A. Ferber and Julie Nelson (1993) as well as ‘If Women Counted’ by Marilyn Waring (1988) are considered milestones of feminist economics. Those works raised issues such as unpaid labour, a critique of national accounting as well as the insufficient presence of women in science. With the foundation of the International Association for Feminist Economics in 1992 and the Journal Feminist Economics in 1995, feminist economics got an institutionalized platform for exchange. Since increasing numbers of women participated in the labour market, demands and analyses have changed since the 1970s to include differences on the labour market, macroeconomics, care, knowledge production and identities. Feminist Economics in itself is very diverse, but in particular three perspectives can be highlighted which are similar to currents in feminist theory, namely,

- i) Liberal feminist economics: this perspective strives for gender equality which can be reached by equal access to the labour market and institutions. Structures enable individuals to realize their individual potentials. Liberal feminist economics analyses barriers to access for women, wage differentials or the effects of political and economic instruments on women and their economic decisions.
- ii) Constructivist feminist economics: this perspective questions attributions of gender identities and perceives the latter as modifiable. Those identities influence economic decisions, structures and processes. At the same time processes and structures have repercussions on identities and other spheres. A central role is assigned to gender performativity. For instance, the question arises whether women reproduce gender inequalities and stereotypes if they exercise a labour perceived as ‘female’ and thereby meet social expectations.
- iii) Critical feminist economics: this perspective refers to the material foundations, rather than to identities, to analyse inequalities. Marxists connected to Silvia



Federici and Mariarosa Dalla Costa started a discussion on unpaid reproductive labour and its role in the production process by the wages-for-housework debate in the 1970s. A central aspect of the debate was the critique of the Marxist labour theory of value, which does not account for the reproductive labour carried out by women. Like wage labour, housework is considered to be an exploitative relation. Up to the present day, critical feminist economists expound the problems of the interdependency of capitalism and gender inequalities as well as the necessity of reproductive labour for the capitalist production process.

IV. Economic Feminism AND Gender gaps in India

In fact it is perceived that the women’s are neglected or mostly discriminated in terms of wages and pay. But it should be noted that there are many regions in the world where the

GGGI 2020		
Country	Gap(%)	Rank
Iceland	87.7	1
Bangladesh	72.6	50
Nepal	68	101
Sri Lanka	68	102
China	67.6	106
India	66.8	112
Myanmar	66.5	114
Pakistan	56.4	151
Yemen	49.5	153

Table 1 Global Gender Gap Index 2020

Women parity has been at its minimum. The World Economic Forum’s Global Gender Gap Index 2019-2020 measures the extent of gender-based gaps in economic participation and opportunity, educational attainment, health and survival, and political empowerment. Table 1 is shows the relative positioning of India in the Global Gender Gap Index 2020. India was ranked 112 out of 153 nations with

Iceland having the maximum parity in terms of gender gap In the health and survival parameter, India’s performance is dismal, ranking 150th out of 153 countries. The economic gender gap can be attributed to a number of factorssuch as low levels of women in managerial or leadership positions, wage stagnation, labour force participation and income. Women have been hit by a triple whammy: first, they are more highly represented in many of the roles that have been hit hardest by automation, for example, retail and white-collar clerical roles.

Second, not enough women are entering those professions often but not exclusively technology-driven –where wage growth has been the most pronounced. As a result, women in work too often find themselves in middle-low wage categories that have been stagnant since the financial crisis 10 years ago.

Third, perennial factors such as lack of care infrastructure and lack of access to capital strongly limit women’s workforce opportunities. Women spend at least twice as much time on care and voluntary work in every country where data is available, and lack of access to capital prevents women from pursuing entrepreneurial activity, another key driver of income.



Table 2 Performance of India in GGGI, 2020

“Supporting gender parity is critical to ensuring strong, cohesive and resilient societies

Performance at GGG sub-index 2020 (*Score 0 - 1)				
Countries	Ec. Pt. & Opp.	Ed. Att.	Hl. & Sur.	Pol. Emp.
United States	0.756	1	0.976	0.164
Japan	0.598	0.983	0.979	0.049
Germany	0.723	0.972	0.973	0.477
Singapore	0.782	0.99	0.965	0.159
France	0.691	1	0.974	0.459
India	0.354	0.962	0.944	0.411
United Kingdom	0.704	0.999	0.97	0.396
Italy	0.595	0.997	0.969	0.267
Pakistan	0.327	0.823	0.946	0.159
Nepal	0.632	0.895	0.966	0.227
Iceland	0.839	0.999	0.968	0.701
Australia	0.722	1	0.971	0.231
China	0.651	0.973	0.926	0.154

around the world. For business, too, diversity will be an essential element to demonstrate that stakeholder capitalism is the guiding principle. India’s performance in terms of four parameters as defined by world Economic

Forum has been explained in Table 2 along with some select countries. In terms of Economic participation and opportunities India’s performance has been very low at 35.4% calling for almost 65% efforts to attain gender parity. Though at educational attainment and health survival most of the countries have improved their performances including that of India, but at the level of political empowerment, the situation is drastically miserable with only few countries like India, France showing little concerns to bring parity. According to Economic and Social Survey of Asia and the Pacific 2015, countries with high FLFP rates have shown increased gross domestic product (GDP) gains, and its decrease linked to losses in GDP per capita. In the context of India, government schemes to boost female participation through generating rural employment is seen to improve children’s educational outcomes. An analysis of FLFP rates for South Asia shows varied trends across countries, but overall this region is the only region in the world where it has declined in the last decade. Bhutan and Nepal have high rates of female participation, while India and Pakistan have the lowest levels. India’s trends are marked by a steep decline since 2005 that is mainly driven by lower participation rates amongst rural women. The employment-unemployment survey of the 68th round of NSS conducted in 2011-2012 shows a startling gender gap in participation rates in rural India. Against 81.3 percent of men above the age of 15 years, only 35.8 percent of women are employed. Amongst the states in India, when compared to values from 2004-2005, Karnataka has shown the highest decrease in gender gap (16 percent) followed by Gujarat, Madhya Pradesh and Haryana (15% each).

V. Challenges to Feminist Economics

Women have been largely absent not only as economic researchers but also as the subjects of economic study. In 1993, Ferber and Nelson highlighted the double gender blindness of economics in their publication ‘Beyond Economic Man’. They pointed out



that women's reality is not represented in economic theories and analysis and secondly, women are hardly represented in economic science. This in turn affects economic theorizing: it reinforces the androgynous conception of persons and the neglect of the gender dimension in economics. Hence, it is a major concern of feminist economics to include gendered social processes, such as the division of labour, in economic analyses. If power relations and dominance are taken into account, many assumptions and explanations of mainstream economics – for example, how wages are determined – have to be rethought. A prominent example for the gender blindness of economic theory is Gary Becker's approach New Home Economics, one of the few neoclassic analysis which accounts for housework. In his analysis, decisions in a family on who works are taken on a rational basis (e.g. on who has the higher income). The theory biologically attributes 'comparative reproductive advantages' to women, according to which women tend to do the domestic and men the wage labour. A further central criticism of feminist economics addresses the neoclassical conception of the individual, the homo economicus who acts rationally and is utility maximizing on the market and represents a male. In contrast, feminist economic sees individuals as embedded in social and economic structures, which determine their (im) possibility for action. Furthermore, the concept of the homo economicus assumes the existence of an irrational, female and emotional (among other characteristics) other, who is assigned to the 'female', or the so-called 'private' sphere. A further point of departure for critique by feminist economics is the division between the spheres of the market and the household. On the market, productive (male) actions take place; in the 'private' sphere, unproductive (female) activities occur. First, this perspective marks unpaid activities as unproductive and as not generating value. Second, it neglects the role of reproductive activities in the production process. This also has consequences for macroeconomic aggregates, since those activities are not accounted for in national accounts. This is the reason why, for feminist economics, indicators such as the GDP are not suited for measuring wealth. Further, the feminist economists have their own say in terms of challenges in the following parameters which have been a debatable issue across the world. These parameters are as follows:

- i) **Normativity:** Most of the feminist's economists base their ideologies on value judgments in economic analysis. This is in contrast to the theory that economics is a positive science. The feminists held the economic analysis is a product of belief systems, thereby necessitating narrative constructions in perceiving and defining various economic variables and statistics.
- ii) **Free trade:** A central principle of mainstream economics is that trade can make everyone better off through comparative advantage and efficiency gains from specialization and greater efficiency. But the gender inequalities do persist which undermines the net benefits to the women. The trade decision also adversely affects or poses a bias in favour of the males rather than females.
- iii) **Exclusion of non-market activity:** There are many activities such as child care, domestic care etc which are not considered as economic activities and there its contributions are neglected in the mainstream of economic analysis. If such activities are Included in NI accounting, the it can contribute as well as remove the bias and create a gender parity which however is not happening.



- iv) Omission of power relations: Feminist economics always asserted that power relations existed in the system in a unbalanced manner in favour of men. The 33% reservation for women in the parliament and the legislative assembly in fact is a product of economic feminism. Consequently, "Understanding power and patriarchy helps us to analyze how male-dominated economic institutions actually function and why women are often at a disadvantage in the workplace. Feminist economists often extend these criticisms to many aspects of the social world, arguing that power relations are an endemic and important feature of society. The political empowerment has also very less in most of the advanced economies as indicated in Table 2.
- v) Omission of gender and race: Feminist economics greatly emphasized on the recognition of gender and race in the programs of economics development. This perception was also favoured by the Nobel laureate Amartya Sen. He goes on to say that experiences of men and women, even within the same household, are often so different that examining economics without gender can be misleading. Economic models can often be improved by explicitly considering gender, race, class, and caste.
- vi) Exaggeration of gender differences: In some cases there has been excess generalisation and exaggeration of gender differences thereby, potentially encouraging unjustified stereotyping. Julie A. Nelson in her study has found that the risks taking qualities of women as compared to men are not empirically tested and quantified in behavioural economics. In addition, she claims that men and women have "different" preferences (such as for risk, competition, or altruism) often tend to be misinterpreted as categorical, that is, as applying to all women and all men, as individuals. In fact, small differences in average behaviour, such as are found in some studies, are generally accompanied by large overlaps in men's and women's distributions. That is, both men and women can generally be found in the most risk-averse (or competitive or altruistic) groups, as well as in the least.
- vii) Homo economicus: The neoclassical economic model of a person is called Homo economicus, describing a person who "interacts in society without being influenced by society," because "his mode of interaction is through an ideal market," in which prices are the only necessary considerations. In this view, people are considered rational actors who engage in marginal analysis to make many or all of their decisions. Feminist economics holds that that mainstream economics overemphasizes the role of individualism, competition and selfishness of all actors. Instead, feminist economists like Nancy Folbre show that cooperation also plays a role in the economy.
- viii. Limited methodology Economics is often thought of as "the study of how society manages its scarce resources" and as such is limited to mathematical inquiry. Traditional economists often say such an approach assures objectivity and separates economics from "softer" fields such as sociology and political science. Feminist economists, argue on the contrary that a mathematical conception of



economics limited to scarce resources is a holdover from the early years of science and Cartesian philosophy, and limits economic analysis. So feminist economists often call for more diverse data collection and broader economic models.

VI. Conclusion

Feminist economists call for a shift in how economic success and analysis needs to be measured. These changes include an increased focus on a policy's ability to bring society toward social justice and improve people's lives, through specific goals including distributive fairness, equity, the universal provisioning of needs, elimination of poverty, freedom from discrimination and the protection of human capabilities. The concept of sustainability and inclusiveness is the need which has been often undermines in economic analysis and efforts towards gender parity.

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SKILLED AND UN-SKILLED EMPLOYMENT GENERATION- A STUDY ON SELECTED MSMEs IN ANDHRA PRADESH STATE

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Abstract:-

Industrialization has been recognized as tantamount to economic development. The gap in per capita income between the developed and under developed countries is usually attributed to the disparities in the structure of their economies where the developed countries are largely industrial economies, while the less developed countries are confined predominantly to agriculture. Micro, Small and Medium Enterprises (MSME) sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the last seven decades. MSMEs not only play crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural & backward areas, thereby, reducing regional imbalances, assuring' more equitable distribution of national income and wealth. MSME are complementary to large industries as ancillary units and this sector contributes enormously to the socio-economic development of the country. The present research paper focused on year wise, sector wise and category wise skill and unskilled employment generation of MSMEs in the selected areas of Andhra Pradesh state.

Keywords: MSME, Industrialization, large employment opportunities, reducing regional imbalances, socio-economic development

Introduction

Micro, Small and Medium Enterprises have been considered as the engine of economic growth and for promoting equitable development. The major advantage of the sector is its employment potential at low capital cost. The labour intensity of the MSME sector is much higher than that of the large enterprises. The role of micro, small and medium enterprises in the economic and social development of the country is well established. The sector is a nursery of entrepreneurship, often driven by individual creativity and innovation.

This paper analyses the employment potentiality of selected MSME in terms of year wise, sector wise and category wise skill and unskilled employment generation of MSMEs in the selected areas of Andhra Pradesh state.

Objectives of the Paper

- * To assess the year wise skilled and unskilled employment generation of selected MSMEs in Andhra Pradesh state
- * To assess the sector wise skilled and unskilled employment generation of selected MSMEs in Andhra Pradesh state
- * To assess the Category- wise skilled and unskilled employment generation of selected MSMEs in Andhra Pradesh state



Methodology

The present research paper is based on primary data which has been collected through the questioner. Several published reports are also used for comparison of the employment generation of MSMEs in the selected areas.

Year-wise skilled and un-skilled Employment Generation of MSME in Andhra Pradesh State

Table.1 Incorporates the year-wise skilled and un-skilled employment generation of Micro, Small and Medium enterprises in Andhra Pradesh State. It could be seen from the table that the MSME, out of 7916 employees in the year 2012-13, 4894 employees were skilled and 3022 were unskilled constituting 61.82 per cent and 38.18 per cent of the total employees respectively. Out of 9273 employees in the year 2013-14, 5868 employees were skilled (63.29 per cent) and 3405 employees were unskilled (36.72 per cent); in 2014-15, 6682 employees were skilled and 3758 employees were unskilled constituting 64.00 per cent and 36.00 per cent of the total 10440 employees; 7382 skilled employees (64.18 per cent) and 4008 unskilled employees (35.19 per cent) clubbed together build the total man power of 11390 in 2015-16; in 2016-17, out of 12050 employees, 7732 employees were skilled (64.17per cent) and 4318 employees were unskilled (35.83 per cent); out of 12807 employees in the year 2017-18, 8212 (64.12 per cent) employees were skilled and 4595 (35.88 per cent) unskilled and out of 13408 employees in the year 2018-19, 8619 skilled employees and 4789 unskilled employees been mixed to form 64.28 per cent and 35.72 per cent respectively.

After analysis of the data it could be know that, that the Linear Growth Rates (LGR) in skilled employees and unskilled employees segments account for 12.34 per cent per annum and 9.74 per cent per annum. Hence the skilled employment increased more than the unskilled employment during the period of study.

Table No.1
Year-wise skilled and un-skilled Employment Generation of MSME in Andhra Pradesh State

(No. of persons)

Years	Skilled	Percentage to total	Un-skilled	Percentage to total	Total
2012-13	4894	61.82	3022	38.18	7916
2013-14	5868	63.29	3405	36.72	9273
2014-15	6682	64.00	3758	36.00	10440
2015-16	7382	64.81	4008	35.19	11390
2016-17	7732	64.17	4318	35.83	12050
2017-18	8212	64.12	4595	35.88	12807
2018-19	8619	64.28	4789	35.72	13408
LGR	12.34	--	9.74	--	11.35
t-value	12.04	--	24.79	--	14.79
CV	17.41	--	14.83	--	16.46

Source : Field Survey

Sector-wise skilled and un-skilled Employment Generation of MSME

Table 2 indicates the sector-wise skilled and un-skilled employment potentiality of selected MSME in Andhra Pradesh State during the 2012-13 to 2018-19.



In 2012-13 it could be observed from the table that skilled employees of micro, small and medium enterprises were 1510, 1620 and 1764 persons and in the same year unskilled employees of micro, small and medium enterprises were 858, 1030 and 1134 respectively. In 2013-14, out of the total employees of 9273 persons, 2668 persons employed in micro, 2910 in small and 3695 in medium enterprises. In 2014-15, skilled and unskilled employees of micro enterprises were 2015 and 996 persons, 2285 and 1285 of small enterprises were skilled and unskilled and skilled and unskilled employees of medium enterprises were 2382 and 1477 persons.

Table No.2
Sector-wise skilled and un-skilled Employment Generation of selected MSME in Andhra Pradesh State

(No. of persons)

Year	Micro			Small			Medium		
	Skilled	Unskilled	Total	Skilled	Unskilled	Total	Skilled	Unskilled	Total
2012-13	1510	858	2368	1620	1030	2650	1764	1134	2898
2013-14	1802	866	2668	1780	1130	2910	2286	1409	3695
2014-15	2015	996	3011	2285	1285	3570	2382	1477	3859
2015-16	2242	1000	3242	2446	1322	3768	2694	1686	4380
2016-17	2400	1119	3519	2532	1374	3906	2800	1825	4625
2017-18	2538	1188	3726	2688	1486	4174	2986	1921	4907
2018-19	2737	1192	3929	2796	1563	4359	3086	2034	5120
LGR	1310	7.36	11.02	1233	8.32	10.77	11.71	12.82	12.14
t-value	1957	9.74	25.06	7.96	14.52	9.60	8.73	14.38	10.56
CV	18.28	12.57	16.32	17.98	13.21	16.19	16.59	17.94	17.08

Source : Field Survey

In 2015-16, the total skilled employees were 7382, out of which, 2242 persons were in micro, 2446 were in small and 2694 were in medium enterprises and in the same year the unskilled employees of micro, small and medium enterprises were 1000, 1322 and 1686 employees respectively. Under micro enterprises, in 2016-17, 2400 employees were skilled and 1119 employees were unskilled, under small enterprises segment 2532 were skilled and 1374 were unskilled and in medium enterprises 2800 were skilled employees and 1825 were unskilled. In 2017-18, the total employees were 12807, out of which, skilled and unskilled employees of micro enterprises were 2538 and 1188, skilled and unskilled employees of small enterprises were 2688 and 1486 and 2986 and 1921 persons were skilled and unskilled in medium enterprises respectively. In 2018-19, the total employees were 13408 and out of these employees, skilled and unskilled employees of micro enterprises were 2737 and 1192, skilled and unskilled employees of small enterprises were 2796 and 1563 and 3086 and 2034 persons were skilled and unskilled in medium enterprises.



After analysis of the data, it could be known that the linear growth rates in skilled employees segment of micro, small and medium enterprises were 13.10 per cent, 12.33 per cent and 11.71 per cent per annum and in unskilled employment segment the growth rates were 7.36 per cent, 8.32 per cent and 12.82 per cent per annum respectively.

Category- wise Skilled employees of selected MSME in Andhra Pradesh

Table no.3, refers to the category-wise skilled employees of selected MSME in Andhra Pradesh State. It could be observed from the table that under micro enterprises, agro based industries employment generation capacity rose from 224 persons in 2012-13 to 488 persons in 2018-19 with 217.9 per cent increase over the previous period; employment potentiality of forest based industries' also increased from 102 persons in 2012-13 to 185 persons in 2018-19 by registering 181.4 per cent increment over the previous period; for textile based industries employment with 182.1 per cent increase over the previous period zoomed from 112 in 2012-13 to 204 in 2018-19; employment of mineral based industries skyrocketed from 85 in 2012-13 to 166 in 2018-19 with 195.3 per cent increase over the previous period, engineering based industries employment increased from 188 persons in 2012-13 to 532 persons in 2018-19, with 283 per cent increase over the previous period; nil from animal husbandry industries; chemical based industries at 195.3 percent and others increased from 714 persons in 2012-13 to 996 persons in 2018-19, with 139.5 per cent increases over the previous period.

Under Small enterprises, agro based industries employment increased from 311 employees in 2012-13 to 568 employees in 2018-19, with 182.6 per cent increase over the previous period; mineral based industries and engineering based industries experienced equilibrium in employment trajectory, which increased from 120 in 2012-13 to 210 in 2018-19 with 175.0 per cent increase over the previous period; animal husbandry industries from 226 employees in 2012-13 to 396 persons in 2018-19 with 175.2 per cent increase over the previous period. Likewise, employment opportunities of chemical based industries also improved from 98 employees in 2012-13 to 136 employees in 2018-19 with 138.8 per cent increase over the previous period and in others categories, it increased from 745 employees in 2012-13 to 1276 employees in 2018-19 with 171.3 per cent increase the over previous period.

In medium enterprises segment, agro based industries size elevated from 265 persons in 2012-13 to 420 employees in 2018-19 with 158.5 per cent increase over the previous period; nil from forest based industries; employment strength of textile based industries substantially amplified from 225 in 2012-13 to 365 in 2018-19 with increment of 162.2 per cent over the previous period; quantity of employment of engineering based industries increased from 156 employees in 2012-13 to 396 employees in 2018-19, with 253.8 per cent increase over the previous period; animal husbandry industries registered 183.3 per cent increase, nil from chemical based and in others it increased from 908 employees in 2012-13 to 1520 employees in 2018-19, with 167.4 per cent increase over the previous period.

Table 3
Category- wise skilled Employees of MSME in Andhra Pradesh State

S. No.	Industrial Category	(No. of person)								
		Micro			Small			Medium		
		2012-13	2018-19	Increase over previous period	2012-13	2018-19	Increase over previous period	2012-13	2018-19	Increase over previous period
1.	Agro Based	224	488	217.9	311	568	182.6	265	420	158.5
2.	Forest Based	102	185	181.4	0	0	0.0	0	0	0.0
3.	Textile Based	112	204	182.1	0	0	0.0	225	365	162.2
4.	Mineral Based	85	166	195.3	120	210	175.0	0	0	0.0
5.	Engineering Based	188	532	283.0	120	210	175.0	156	396	253.8
6.	Animal husbandry	0	0	0.0	226	396	175.2	210	385	183.3
7.	Chemical based	85	166	195.3	98	136	138.8	0	0	0.0
8.	Others	714	996	139.5	745	1276	171.3	908	1520	167.4
Total		1510	2737	181.3	1620	2796	172.6	1764	3086	174.9

Source : Field Survey

Category- wise Un-skilled employees of MSME in Andhra Pradesh State

Table 4
Category- wise un-skilled Employees of MSME in Andhra Pradesh State

S. No.	Industrial Category	(No. of person)								
		Micro			Small			Medium		
		2012-13	2018-19	Increase over previous period	2012-13	2018-19	Increase over previous period	2012-13	2018-19	Increase over previous period
1.	Agro Based	124	192	154.8	211	285	135.1	310	576	185.8
2.	Forest Based	88	110	125.0	0	0	0.0	0	0	0.0
3.	Textile Based	104	130	125.0	0	0	0.0	210	420	200.0



4.	Mineral Based	70	88	125.7	80	110	137.5	0	0	0.0
5.	Engineering Based	112	156	139.3	80	110	137.5	98	168	171.4
6.	Animal husbandry	0	0	0.0	198	255	128.8	135	210	155.6
7.	Chemical based	70	88	125.7	85	135	158.8	0	0	0.0
8.	Others	290	428	147.6	376	668	177.7	381	660	173.2
Total		858	1192	138.9	1030	1563	151.7	1134	2034	179.4

Source: Field survey

Table no.4, shows the category-wise un-skilled employees of MSME in Andhra Pradesh State. It could be observed from the table that under agro based industries, employment generation capacity rose from 124 persons in 2012-13 to 192 persons in 2018-19 with 154.8 per cent increase over the previous period; employment potentiality of forest based industries also increased from 88 persons in 2012-13 to 110 persons in 2018-19 by registering 125.0 per cent increment over the previous period; for textile based industries employment with 125.0 per cent increase over the previous period zoomed from 104 in 2012-13 to 130 in 2018-19; employment of mineral based industries rose from 70 in 2012-13 to 88 in 2018-19 with 125.7 per cent increase over the previous period, engineering based industries employment increased from 112 persons in 2012-13 to 156 persons in 2018-19, with 139.3 per cent increased over the previous period; nil from animal husbandry industries; chemical based industries at 125.7 per cent and others increased from 290 persons in 2012-13 to 428 persons in 2018-19 with 147.6 per cent increase over the previous period.

Under Small enterprises, agro based industries employment increased from 211 employees in 2012-13 to 285 employees in 2018-19 with 135.1 per cent increase over the previous period; mineral based industries and engineering based industries experienced equilibrium in employment trajectory which increased from 80 in 2012-13 to 110 in 2018-19 with 137.5 per cent increase over the previous period; animal husbandry industries from 198 employees in 2012-13 to 255 persons in 2018-19 with 128.8 per cent increase over the previous period, likewise, employment opportunities of chemical based industries also improved from 85 employees in 2012-13 to 135 employees in 2018-19 with 158.8 per cent increase over the previous period and in others category increased from 376 employees in 2012-13 to 668 employees in 2018-19 with 177.7 percent increase the over previous period.

For medium enterprises segment, agro based industries employment elevated from 310 persons in 2012-13 to 576 employees in 2018-19 with 185.8 per cent increase over the previous period; nil from forest based industries; employment strength of textile based industries substantially amplified from 210 in 2012-13 to 420 in 2018-19 with increment of 200.0 per cent over the previous period; quantity of employment of engineering based industries increased from 98 employees in 2012-13 to 168 employees



in 2018-19, with 171.4 per cent increase over the previous period; animal husbandry industries registered 155.6 per cent; nil from chemical based and for others 381 employees in 2012-13 rose to 660 employees in 2018-19, with 173.2 per cent increase over the previous period.

Summary of Findings and Conclusion:

1. It is found that highest percentage of skilled employment generation is 64.81 in 2015-16 where as highest percentage of unskilled employment generation is 38.18 in 2012-13. It is also found that the linear growth rate of skilled employees, unskilled employees and total employees are 12.34, 9.74 and 11.35 respectively.
2. The sector wise analysis reveals that the highest employment generation in micro enterprises is 3929 in 2018-19 and in case of small enterprises it is 4,359 in 2018-19. Where as in medium enterprises it is 5,120 in 2018-19. The linear growth rates of employment generation in micro, small and medium are 11.02, 10.77 and 12.14 respectively.
3. The category wise analysis reveals that the highest increase in skilled employment generation over previous period is 283 percent in engineering based enterprises in the category of micro enterprises, in total it is 181.3 percent. Where as in small enterprises category the Agro based industry has the highest employment generation potentiality 182.06 percent in total it is 172.6 percent. In case of medium enterprises highest employment generation is 253.8 percent in engineering based industry in total it is 174.9 percent.
4. The category wise analysis reveals that the highest increase in unskilled employment generation over previous period is 154.8 percent in Agro based industry in the category of micro enterprises in total it is 138.9 percent. Where as in small enterprises category other enterprises have highest employment generation potentiality 177.7 percent in total it is 151.7 percent. In case of medium enterprises the highest employment generation is 200 percent in textile based industry in total it is 179.4 percent.

Conclusion:

The Micro, Small and Medium Enterprises (MSMEs) contribute to economic development in various ways, such as creating employment opportunities for rural and urban population, providing goods and services at affordable costs by offering innovative solutions and sustainable development of the economy as a whole. MSMEs in India and particularly in Andhra Pradesh face a unemployment problems, limited resources and non availability of skilled employees. The sectors also contributes significantly to manufacturing output, employment and exports of the country. It is estimated that in terms of value, the sector accounts for about 45 per cent of the manufacturing output and 40% of total exports of the country. To make this sector to become more vibrant and significant player in the development of the Indian economy, the Government has to take various initiatives.



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श्रीमद्भागवतपुराणमनुश्रुत्य सप्तद्वीपा वसुमती इति विवेचनम्

पि. रवितेज,
रिसेर्च स्कोलर,
संस्कृत विभागः,
आन्ध्र विश्वविद्यालयः

सुविस्तर संस्कृतवाङ्मये पुराणवाङ्मयस्य प्रमुखं स्थानं भवति। व्यास प्रणीतानि अष्टादश संख्याकानि महा पुराणानि अष्टादश संख्याकानि उप पुराणानि अपि च सन्ति ।

"पुराणं सर्व शास्त्राणां प्रथमं ब्रम्हणा स्मृतम् ।" मःपु

पुरासपि नवं पुराणमिति कीर्तितम्।

विना शास्त्र ज्ञानं पुराणस्य ज्ञानं असंभवः इति लोकानुभवः। अनेन भूत, भविष्यत्, वर्तमान त्रिषु कालेषु पुराणज्ञानं मुख्यमिति जायते।

पुराणस्य पञ्च लक्षणानि व्यासः उल्लिखितः तानि

"सर्गश्च प्रति सर्गश्च वंशो मन्वन्तराणि च।

वंशानु चरितं चेति पुराणं पञ्च लक्षणम्॥

सर्गः :श्रुष्टि विस्तार विचारः

प्रतिसर्गः :प्रलयदि विषयादि विचारः

वंशः :पृथु ,प्रियव्रतादि वंशोत्पत्ति विवरणम्।

मन्वन्तरः :स्वायंभुवादि चतुर्दश मन्वन्तराणां ऋषीणां विवरणम् ।

वंशानुचारितं : सूर्य ,चन्द्र इत्यादि महावंशानां चरितं विवरणम् ।

"पुराणमेकमेवासीत् तथा कल्पान्तरेनघ। त्रिवर्ग साधनं पुण्यं शतकोटिप्रविस्तरम्॥

व्यासरूपमहं कृत्वा संहारामि युगे युगे। चातुर्लक्ष प्रमाणेन द्वापरे द्वापरे सदा।



तथाष्टादशधा कृत्वा भुल्लोकेस्मिन् प्रकाशयते। अद्यापि देवलोकेस्मिन् शतकोटिप्रविस्तरम्॥

तदर्थोऽत्र चातुर्लक्षं संक्षेपेण निवेशितम्। पुराणानि दशाष्टौ च संप्राप्तं तदिहोच्यते॥।मःपु।“

शतकोटि प्रविस्तरं पुराणं संक्षेपेण चतुर्लक्षात्मकं कृत्वा व्यासेन भुलोकाय प्रदत्तम्। व्यास प्रणीतानि महा पुराणानि अष्टादश संख्यकानि लोके प्रसिद्धरेव।अनेन श्लोकेन अस्माभि जायते

मद्दयं भद्दयं चैव ब्रह्मं वचतुष्टयं ।अनापलिङ्ग कूस्कानि पुराणानि प्रचक्षते ॥

मद्दयं :मत्स्य ,मार्कण्डेय।भद्दयं : भागवत ,भविष्यत।ब्रह्मं : ब्रह्म ,ब्रह्मवैवर्त ,ब्रह्माण्ड।वचतुष्टयं :वायु ,वराह,विष्णु,वामन।अ :अग्नि ,ना :नारद,प :पद्म, लि: लिङ्ग ,ग: गरुड, कू: कूर्म, स्का:स्कान्दादीनि।

अष्टादश पुराणानां भेदः एवं भवति। सत्व ,रजस्,तमो भेदेन पुराणम् वैलक्षण्यं दृश्यते।

वैष्णवं नारदीयं च तथा भागवतं शुभम् ।

गारुडञ्च तथा पाद्मं वाराहं शुभदर्शने ॥

सात्त्विकानि पुराणानि विज्ञेयानि शुभानि वै ॥

विष्णु-नारद-भागवत-गरुड-पद्म-वराहपुराणानि सात्त्विकानि ।

ब्रह्माण्डं ब्रह्मवैवर्तं मार्कण्डेयं तथैव च ।

भविष्यं वामनं ब्राह्मं राजसानि निबोधत ॥

ब्रह्माण्ड-ब्रह्मवैवर्त-मार्कण्डेय-भविष्य-वामन-ब्राह्मपुराणानि राजसानि ।

मात्स्यं कौर्मं तथा लैङ्गं शैवं स्कान्दं तथैव च ।

आग्नेयञ्च षडेतानि तामसानि निबोधत ॥

मत्स्य-कूर्म-लिङ्ग-शैव-स्कान्दपुराणानि तामसानि ॥



सात्विकेषु पुराणेषु माहात्म्यमधिकं हरेः

राजसेषु च माहात्म्यम् अधिकं ब्रह्मणो विदुः ।

तद्वद् अग्नेश्च माहात्म्यं तामसेषु शिवस्य च

पुराण क्रमः

1.ब्रम्ह पुराणम्	13000
2.पद्म पुराणम्	55000
3.विष्णु पुराणम्	23000
4.वायु पुराणम्	24000
5.भागवतम्	18000
6.नारद पुराणम्	25000
7.मार्कण्डेय पुराणम्	9000
8.अग्नि पुराणम्	16000
9.भविष्यत् पुराणम्	24500
10.ब्रम्हवैवर्त पुराणम्	18000
11.लिङ्ग पुराणम्	11000
12.वराह पुराणम्	14000
13.स्कान्द पुराणम्	81000
14.वामन पुराणम्	10000
15.कूर्म पुराणम्	18000
16.मत्स्य पुराणम्	14000



17. गरुड पुराणम् 18000

18. ब्रम्हाण्ड पुराणम् 12200

अधुना अस्मिन् शोध पत्रे पुराणेषु भौगोलिक विषयः उल्लिखितः अस्ति । अग्नि पुराणादारभ्य साकन्द पुराणपर्यन्त्यं सर्वेषु पुराणेषु पूर्णतया वर्णितः । सप्त द्विपा वसुमती इति शाब्दशः सर्वत्र दृश्यते। भागवतपुराणानुसारम् सप्तद्वीपानां आविर्भावः प्रस्तावितः। प्रायशः पुराणानां तात्पर्यार्थः अयमेव इति चिन्तयामि।

श्रीमद्भागवते पञ्चमस्कन्धे एवं वर्णितमस्ति ।

"यावदवभासयति सुरगिरिमनुक्रमान भगवानादित्यो वसुधातलमर्धेनावच्छादयसि तदा हि भगवदुपासनोपचित पुरुषप्रभावस्तदभिनन्दन् समजवेन रथेन ज्योतिर्मयेन रजनीमपि दिवं करिष्यामि सप्त कृत्वस्तरानीमनुपर्यक्रमाद् द्वितीय इव पतङ्गः ॥३०॥

यो वा उ ह तद्रथ चरणमिकृत परिखतास्ते सप्त सिन्धव आसन् यत् येव कृताः सप्त भुवो द्विपाः॥३१॥

जम्बुप्लक्षशाल्मलीकुशक्रौञ्चशाकपुष्करसंज्ञास्तेषां परिमाणं पूर्वस्मात्पूर्वस्मादुत्तर उत्तरो यथा संख्यं द्विगुणमानेन बहिः समन्तत उपक्र्लुताः ॥३२॥

क्षरोद इक्षुरसोदसुरोदघृतोदक्षीरोददधिमन्डोदशुद्धोदाः सप्त जलधयः सप्तद्वीपापरिखा इवाभ्यन्तरद्वीप समाना एकैकश्येन यथानुपूर्व सप्तस्वपि॥३१॥"

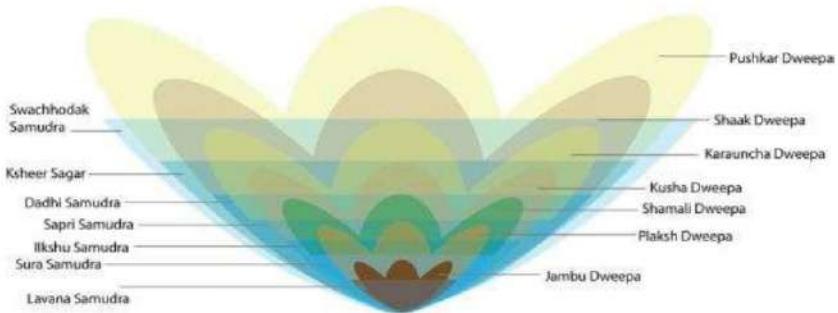
एकदा प्रियव्रतः भगवान् सूर्यम् प्रति एवम् अचिन्तयत् । अयं सूर्यः नभसि सुमेरोः पक्षे यदा भ्रमति अन्य भागे अन्धकारः दृश्यते अतः प्रकाशस्य अभावः एकस्मिन् भागे सूर्यगमनमनुश्रुत्य सदा भवति। अतः अन्य भागः प्रकाशेन पूर्णः कल्पनीयः इति एवम् प्रकारेण चिन्तयित्वा ज्योतिर्मयेन रथेन दिवं कर्तुं अचिन्तयत्। तस्य भ्रमणकाले धरणीतले १. जम्बु २. प्लक्ष ३. शाल्मली ४. कुश ५. क्रौञ्च ६. शाक ७. पुष्कराख्य सप्त द्वीपाः ।

१. क्षार २. इक्षु ३. सुर ४. घृत ५. क्षीर ६. दधि ७. शुद्धाख्य सप्त सप्तसमुद्राश्च प्रादुर्भूताः ।

अनन्तरं रथ चालनेन प्रादुर्भूतानि सप्त द्वीपानि स्वस्य सप्त पुत्रेभ्यः क्रमशः प्रियव्रतः अदात्। अग्निध्याय - जम्बु, मेधतिथये - प्लक्ष, वपुष्मन्ताय - शाल्मली, ज्योतिष्मयाय - कुश, द्युतिमन्ताय - क्रौञ्च, सवनाय - पुष्कर द्वीपानि दत्तवान् । ते द्वीपाः क्रमशः पारिमाणे द्विगुणितः आसन् । १. क्षारसागरावृतः - जम्बुद्वीपः, २. इक्षुसागरावृतः - प्लक्षद्वीपः, ३. सुरासागरावृतः - शाल्मलीद्वीपः, ४. घृतसागरावृतः - कुशद्वीपः, ५. क्षीरसागरावृतः - क्रौञ्चाद्वीपः, ६. दधिसागरावृतः - शाकद्वीपः, शुद्धजलसागरावृतः - पुष्करद्वीपाश्च विराजन्ते स्म ।

पुराणां न केवलं आध्यात्मिकचेतनायाः स्थानम्। किन्तु भूगोल विज्ञान, वास्तु, ज्योतिष, सामुद्रिक इत्यादि अनेक विषयाणां आयतनं भवति। भूगोल शास्त्रं पुराणेन भुवनकोशः नामकः स्वतन्त्रपक्षः। विविध लोकानां द्वीपानां स्थानं भुवनकोशः भवति। भूलोकः नाना द्वीपैः नदीभिः सागरैः पर्वतैश्च परिव्याप्तः अस्यलोकस्य आकारः पद्माकारः भवति। अस्य भूलोकस्य कर्णिका मेरु पर्वतः। वायु पुराणे तदुक्तं, कूर्मपुराणेऽपि वर्णितम्।

केचिद्द्विधांसः चातुर्द्वीपा वसुमती इति वदन्ति। केचित्पुनः सप्तद्वीपा वसुमती इति। तत्र चातुर्द्वीपा वसुमती इति प्रचीनतम कल्पः इति। परन्तु जन बाहुल्ये सप्तद्वीपानां स्वरूपमेव अङ्गीक्रियते। क्षार समुद्र वेष्टितः जम्बुद्वीपः, इक्षुरस समुद्र वेष्टितः प्लक्षद्वीपः, सुरा समुद्र वेष्टितः शाल्मलीद्वीपः, घृत समुद्र वेष्टितः कुशद्वीपः, दधि समुद्र वेष्टितः क्रौञ्चद्वीपः, क्षीर समुद्र वेष्टितः शाकद्वीपः, स्वादुजल समुद्र वेष्टितः पुष्करद्वीपः। जम्बुद्वीप एव अस्माकं भारतवर्ष सर्वेऽपि मुनिः इयं परिकल्पन स्वीकृता। अयं विषयः आधुनिक भूगोल शास्त्रस्य, खगोल शास्त्रस्य च कृते प्रेरणात्मकम् इति वक्तुं शक्यते।



BRAMHANDA LATERAL VIEW

उपयुक्त ग्रन्थसूचिः

श्रीमद्भागवतं, मत्स्यपुराणं - श्री वेद व्यासः
पुराणविमर्श - श्री बलदेव उपाध्यायः



YOUTHS IN CYBERSPACE

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Abstract:

This research study tries to explore all negative impacts of ICT addiction on youths. ICT addiction disorder (IAD) is newly identified psychiatric disorder. APA includes IAD as an impulse control disorder in new DSM-5, which does not involve use of an intoxicating drug. There are a number of risk associated with ICT use, specially, negative effects on mental health of youths. ICT addiction is described as an impulse control disorder, which does not involve use of an intoxicating drug. It's rapid and deep penetration has changed the mental horizon, concept and style of life entirely. There are a number of risk associated with ICT use, specially, negative effects on mental health. ICT like , Facebook, MySpace, Twitter, YouTube etc becoming more and more popular among the youngsters', because of their attractive feature. Facebook is the most popular social site among the other. Social Networks is only an electronic connection between users but unfortunately it has become an addiction for students, teenagers, and even adults. This paper discusses the positive and Negative impact of social networks on Education of undergraduate level students as well as on their life, depending on one's interest to use it in a positive manner for his /her education and vice versa .Last but not the least , some suggestive measures mentioned in this paper may be taken in to effect. It has the first evidence that social isolation is linked to alterations in human gene transcription. DNA analysis showed 209 genes were differentially expressed for people with high level of social isolation. This research study tries to explore all negative impacts of ICT on its users.

Objectives of the Study: *To find out the positive and negative impact of use of ICT on the sample.*

Methodology: *The study was conducted through survey method as it is widely used in the field of social science researches.*

Conclusion: *Attention is required from psychologists to protect youths.*

Keywords: *ICT, IAD, Genes, Youth, Mental Health, Social- Isolation, Dementia.*



Introduction:

Cyber Space is a type of virtual communication that allows people to connect with each other. This concept arises from basic need of human beings to stay together in groups forming a community. Cyber Space is a online platform that focus on building and reflecting social networks or social relations among people who share interests and activities. Social networking sites, email, instant messaging, video- and photo- sharing sites and comment posting are all tools that help people to communicate and socialize with each other. The first social networking site SixDegrees.com was launched in 1997. It allowed users to create profiles, list their friends and surf the friends list (Boyd, & Ellison, 2007). Starting from 1997 to 2016 there are some 1.6 billion users of social networking websites . People join social networking sites because it gives them an opportunity to express their views, a feel of independency and self esteem. It's just a click way to create a virtual profile and connect with millions of users across the world, becomes more interesting because you can stay connected withold friends and family members. The list of ten most popular social networking sites based on their Alexa global traffic rank and traffic rank from Compete and Quant cast. ICT is a great boon in our life. It helps in every aspect s of life . It is a very large community which is using ICT for pure education, but unfortunately we have also a large number of people including majority of youth & teenager using ICT for social network such as Facebook, Twitter Myspace etc.

Social media/ Social Networking is one of the Technological foundation of Web 2.0 which allow people to create ,share, exchange information and ideas in virtual communities and network s. It is the social interaction among people in which they can create ,share or exchange information. Furthermore ICT depends on mobile and web-based technologies to create highly interactive platforms through which individuals and share, co-create, discuss user generated content. In the year 2003 ,a new social networking sites Facebook & Orkut.com change total concept of Social Network in the history of ICT.

Social Networking such as Facebook, Orkut, MySpace, Flickr and YouTube are sites where users apply for membership and maintain their personal profile information in a centrally organized database .Each network member controls access to their profile by accepting or deleting request from other network members to be "friend ". By expanding and developing their networks of friend s, social networking members are able to maintain online relationship for work, study, special interests leisure- related purposes. Platform like Twitter, Facebook, and Myspace have created online communities, where people can share as much or as little personal information as they desire with other members. The result is an enormous amount of information that can be easily shared, searched, promoted, disputed and created. ICT services utilize the participation technology and software tools such as blogs, wikis instant messaging, chat room message boards and social bookmarking to share online ideas, videos ,photos etc.

Web 2.0: The term was coined by Tim o" Reilly at the o" Reilly Media. Web 2.0 describes world wide websites that use technology beyond the static pages of earlier websites. Although web2.0 suggest new version of www, it does not refer to an update to any technical specification, but rather to cumulative changes in the way web pages made and used. A web2.0 sites may allow user interact and collaborate with each other in social media



dialogue as creators of user generated content in a virtual community, in contrast to web sites where people are limited to the passive viewing of context. Example of web2.0 include social media site, blogs, Wikis, video sharing etc. Positive role of Web2.0: web2.0 community and social media are the best places to share your success stories, efficient knowledge, worker collaboration, employee satisfaction, and clients success. With web2.0 tools users can communicate around the world with a nominal cost. It allows population to correspond and spread ideas with each other rather than receiving the information from a single source. Online promotion of business, products, and services.

Negative role of Web2.0:

Information overload.

Too many fake ID's and spammers.

Forgeries and hackers commit crimes.

Need of the Study:

As ICT is very popular among the youth, so that they contribute the majority percentage of the users of the media. So the researcher wanted to study the impact of ICT on youth and their education. Several studies reveal that ICT have both positive and negative impact on students and teenagers. Some study concludes that most of the students use ICT just to communicate with friends and it is distracting them from their studies. The Present study helps us to identify whether ICT is really distracting students from their education or not.

Review of Related Literature:

1. The purpose of this study was to explore the impact of ICT on students. The author also evaluate why mostly people use social networking websites. Both primary and secondary data were collected and the primary data were collected through questionnaire method. This research study use descriptive statistic and cross tabs analysis to find out the result. The findings of the result showed that the students whose age range from 15 to 25 mostly use ICT for entertainment. 60% of male students commonly used ICT for knowledge. Graduate students generally prefer ICT for entertainment. The analysis also showed that 67% people used ICT due to influence of their friends.

2. Boyd and Nelson (2006) reported that the top ten social networking sites developed with the passage of time, and its number of users increases from 46.8 million to 68.8 million. This rating reveals the important information about how new generation interacts with each other. Talking about law and Jurisdiction it is international law that one must be 18 years old minimum to use social networking websites but unfortunately, Lenhart and Madden (2007) calculated huge amount underage users which must be violated.

3. This study explores the advantages and disadvantages of student's use of social networking for study. The study also explore the relationship between the effect of ICT and students study efficiency, and to determine if ICT inferring with students



academic lives. The descriptive, exploratory research study drew a random sample of 48 including (26 males and 22 females) who were administered a student perception questionnaire on how ICT affects college students.

The result of the survey questionnaire indicate that 45%of the sample admitted that they spent 6- 8 hours per day checking social media sites , while 23% spent more than 8 hours ; 20% spent 2-4 hours and only 12% spent less than 2 hours on this task. The study concluded that while most college students used social media and spent many hours, there was a negative aspect to college students use of social media.

4. Sei-ching Jonna Sin and Kyung - Sun Kim (2014), "Impact of Social Media Usage on Outcomes of students ,, Everyday life Information seeking", studied the impact of Social Media usage on the outcomes of students everyday life information seeking. This study also discussed whether (a) social networking sites (b) Micro blogs (c) social question answer sites affect (a) level of satisfaction with the quality of ELIS results and (b) level of difficulty in ELIS . The researchers used online questionnaire and the sampling frame was undergraduate and graduate students from a large U.S public university participation was voluntary, and the resultant sample could not be considered representative of the university population. ANOVA test was used to analysis the findings. Specifically, the study used 3-way ANOVA design for each research question. The Study finds that generally, students at higher study levels report higher satisfaction and less difficulty but master's students are the exception. A possible reason is that master's programs tend to be shorter, usually lasting 2-3 years. This user groups could benefit from more social media information literacy training. This study showed that social media use does make a difference in ELIS.

5. Tariq, Waqas And et.al. (2012),"The Impact of Social Media and Social Networks on Education and Students of Pakistan ",studied the impact of social media on education ,students, and impact on life of teenagers. Further it describes how social networking websites are auditory and dangerous for youth and teenagers. Findings indicated that social network connect them with one another so that they not even bother to solve their home tasks and they contact elders and seniors to help them in cloning their educational material. Social networks provide a virtual life to the students , those students who not even speak in front of anyone could feel freedom in their virtual life . The virtual life of students distract his thoughts from education towards other activities and by living inside fantasy world students slowly starts to hate educated life and studies. According to the survey a very large number of fake identities exist in social networks, these fake identities perform many kind of violation on social networks in which they register themselves as a fake identity on name of someone else and upload of inappropriate materials with fake identity.

6. Kuppaswamy, Sunita and Shankar Narayan, P.B (2010), " The Impact of Social Networking websites on the Education Youth" studied the impact of Social Networking sites on Education. The study argues that these social networking websites distract students from their studies, but these websites can be useful for education based on sound



pedagogical principles and proper supervision by the teachers. Moreover, the research concludes that social networking websites have both positive and negative impact on the education of youth, depending on one's interest to use it in a positive manner for his/her education or vice-versa.

7. Taysur ,Mohamed(2014),““Social Network: Academic and Social Impact on college students „,“ studied the effect of using social networks ,e.g. Facebook and Twitter on students engagement in both academic and social aspects. The sample consists of 30 freshmen students in the Petroleum Institute excluding female due to cultural and traditional reasons . The use survey method as the main data gathering instrument. The survey was used to collect quantitative data. Findings indicated that students with high GPA spend more time using social networks while students with low GPA spend less time, more than two-third of the respondents do not share , information about lectures and homework and further more than half of the respondents do not even look for college related information through social network. The study concluded that there is a correlation between students GPAs and their usage of Social Networks.

Objectives of the Study:

- 1.To find out the positive impact of social media on Education of undergraduate level students.
- 2.To find out the negative impact of Social media on Education of undergraduate level students.
3. To find out the impact of social media on their life.

Methodology:

The study was conducted through descriptive survey method of research and it is most suitable for the present study.

Sample:

The study was conducted on sample of 60 undergraduate students of Muzaffarpur Town including male and female and were selected on the basis of randomized techniques of sampling from different government and private colleges of Muzaffarpur town.

Tool Used:

Questionnaire method was used to collect primary data. Investigator also personally met some students for collecting primary data. And the secondary data were collected from the literature review published in research articles. Techniques Used: Simple statistical methods were applied to investigate and analysis the collected data.

Data Analysis And Findings Of The Study: Out of 60 questionnaires, 50 questionnaires are returned to the investigator .Of which 6 questionnaire are rejected due to incomplete data. The Data collected from the questionnaire are analyzed, interpreted and presented on the



basis of objectives set forth on the study. Simple percentage method was employed to arrive at the results and findings of the data analysis.

A summary of the Findings based on the analysis of the data is listed below:

Students Using Social Networking sites

1. Among the all social networking sites , facebook is the most popular among the young stars, while only 2 people have their account both in facebook and twitter.
2. Result shows that ,43.18% people uses Social Networking sites for communication with friends , 11% uses for uploading photos/videos , 6.81% uses for discussing study materials with their friends, about 38% people uses for all the above purposes.
3. About 40% people agreed that they are surfing social networking sites daily.
4. 68% people uses Mobile phone for surfing Social Networking sites , 18.18% uses Laptop , 9% uses both Mobile phone and Laptop and only 4.5% uses Tab for surfing Social Networking sites.

Gadgets used for Surfing Social Networking Sites

5. 77.27% people maintain privacy while uploading photos and videos in Social Networking sites.

Maintaining Privacy for uploading photos/videos

6. 65.90% people write complete text and use proper grammatical methods while writing text or message in Social Networking sites.
7. About 31.81 % agreed that Social Networking Sites hamper in maintaining Social relation where as 65.90% disagree at that point.
8. 72.72% students are connected with their teachers through Social Networking Sites .But only 40.90% students use this sites for clarifying their queries.
9. 43.18% students prefer surfing in social networking sites during 10pm to 1am. 15.90% surfs at social networking sites although the day , 18.18% students prefer 11am to 4pm , where as 15.90% prefers morning for surfing in Social Networking Sites.

Impact of Social Networking Sites on Education:

Based on the analysis of the data, following points are taken out by the investigator:

Positive Impact:

- With Social Networks they are able to communicate with their friends whom are unable to meet personally. It also helps in maintaining better relationship with friends.



- They can communicate their thoughts and perceptions over different topics with a large no. of users, and raise their voice also.
- It helps in creating awareness among the mass.
- Social Networking web sites help in education by allowing students and teachers in one platform.
- Students get closer to art and design, and are exposed continuously to new ideas, given a big chance to feed their creativity.
- Students can get up-to-date and recent information from Social Media.

Negative Impact:

- The attention to details, attention to pronunciation and grammar, have declined drastically, because most of the students do not write complete sentence, use proper grammatical method while writing text/message.
- Students get addicted towards Social Media, instead of spending time with family in leisure period; they prefer chatting with online friends and unknown faces.
- 77.27% students maintain privacy while uploading photos and videos in Social Networking Sites; this can lead to criminal activity.
- They more time students spend on social sites, the less they spend socializing person. Students who spend a great deal of time on social networking are less able to effectively communicate with person. They also spend less time with family.
- The reveals that the active involvement of students on social sites while study results in reduction in their focus of attention. Consequently, their academic performances decline.
- The study also reveals that the young users are engaged in chatting or surfing till midnight which badly affects their physical as well as their mental health.
- Freedom to post views and comments provides good opportunities for competitors to post negative comments about other companies.

Conclusion and Suggestion:

Social Networking websites like Twitter, Facebook, MySpace and YouTube are becoming more and more popular and have become part of daily life for an increasing number of people. Because of their attractive features, young people are attracted to Social Networking sites. The Study reveals that, Facebook is the most popular sites among the youths; it provides individuals with a way of maintaining and Strengthening social ties which can be beneficial to both social and academic settings. These same sites , however also badly affects their privacy, safety, focus of attention to study , physical as well as mental health. So it is strongly recommended to check student's activities on Social



Networks and also minimize the use of Social Networking sites for the benefits of the student's community. To minimize the negative effect of Social Network, it is vitally important to educate our students on healthy use of information and communication technology as well as providing them a healthy environment. Parents may also be suggested to spend as much time to their wards in leisure period, maintain a friendly relation and try to meet their queries so far as possible in order that their child might not get much be habituated or addicted towards social networking sites.

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