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Editor's Note

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## ***Editor's Note***

In the recent past there are a number of instances of sex abuse of girl children happened in different parts of the country. Whenever such instance happens it becomes fodder for the mass media which are hungry for breaking news. While some people are concerned more about the safety of girls in general and young girls/ girl children in particular, for some others it is a flashing point to attack the government, especially the police for not able to be vigilant against such crimes. Very few is really serious to find the reason(s) for such happenings and suggest tangible/implementable solution(s).

Sex is an instinct which can happen at any time if the situation is congenial and the prey is either cooperative or compelled under duress. An analysis of the instances happened so far clearly shows that unprotected areas, uncared/unattended children by the family members and showing over belief/ confidence on the best known persons who are either living in the same area/neighbourhood or frequenting the area often are the prime victims. Unfortunately, many times young boys also become prey in such cases. Hence, any solution for these things not to happen in future should be more on the reasons stated above.

Sex abuse is an age old one and happens all over the world. In India because of the over effect of mass media on the common man, the news reaches fast and also kept alive for more days through the programmes which analyse such issues. This time the voice of common people expressing concern about the safety of girls and children was so effective that even the government was compelled to promulgate the Criminal Law (Amendment) ordinance, 2018 which provides for death penalty for those convicted of raping girl below 12 years. The April 22, 2018 ordinance amended Section 376 of the Indian Penal Code (IPC) that deals with rape. It also changed Section 42 of the Protection of Children from Sexual Offence (POCSO) Act, a special legislation enacted in 2012 to address sexual offences committed against those below 18 years of age, to say that the newly amended IPC section would apply to children below 12 years of age. While POCSO is gender neutral, the amended Section 376 mentions the word "Woman". This means that those guilty of raping boys below the age of 12 years old would not be subject to the death penalty provision. To correct this, the Ministry of Women and Child Development has finalized a proposal to amend sections 4, 5 and 6 of POCSO Act which will make rape committed against "any child" below 12 punishable with the death penalty.

Now there are many voices against the newly promulgated Act also as most of the sexual crimes against minors take place within the four walls of a home and more often by a relative. Hence, the victim may be compelled to be silent against complaining, particularly because the consequences can be death for the offender. Here again death sentences are rarely executed in India. Even in the most infamous

terror cases, matters stretch on for a very long time (for decades) before the sentence is carried out. So the punishment is unlikely to achieve the deterrence.

Therefore, one of the most effective method or solution can be to change the mindset of men, which should start when they are young and ideally starting from home. Boys should be sensitized against sexism and taught to stand-up against others who harm or harass women. At the same time girls should be taught self-defence in school. This idea is also articulated by the Prime Minister very recently in one of his speeches.

***Dr. V.Mohankumar***

# **Determinants of the Attitude and Burden of Caregivers of Children with Intellectual Disability Enrolled in Special Schools: LLL for the Parents**

***Bharath Narayan B  
B.P.Sahu***

## **Introduction**

The attitude towards Persons with Intellectual Disability (PWID) is mixed but more towards negativity. Every child is special to a parent while some children have special needs and others do not and this determines the parental care and treatment services in the developmental stages of life. No parent would like his or her child to have any deficits in intellectual functioning. Intellectual Disability typically reflects a misfit between the capabilities of an individual and the structure and expectations of the environment. All prospective parents look forward to a healthy baby and when an Intellectually Disabled child takes birth in the family, it comes as a traumatic experience and this involves a strong negative reaction. This profoundly influences the parent's opinions and attitudes towards their own children. It has been noted that mothers undergo a more intense psychological trauma or emotional imbalance. When a child is diagnosed to have ID the parental reactions include ambivalence, anger, confusion, denial, self-pity, blame, feelings of helplessness, depression, disappointment, grief, mourning, rejection, shock, and sometimes even impulses to kill the child.

Care giving stress is significantly related to subjective burden, affiliate stigma, high level of stress and stronger negative attitudes towards care giving (Mak et al., 2008). The caregivers had to cope with their child's communication deficits, lack of social responsiveness and stereotypical behaviours. (Hasting & Richard 2003; Pisula 2003; Shu & Lung 2005). The Caregivers with high levels of affiliate stigma are likely to have a sense of shame and inferiority as a result of their association with the ID child. They may feel despondent and may feel their lives are only worthy in that they revolve around taking care of their ID child. To avoid prejudice and discrimination, they usually withdraw from social circles and conceal their status from others. Further mothers of children with mental retardation also experience marital difficulties (Shamim, 2002). Again rejection of the ID child is also highly and positively correlated with total attitude of the parents.

On the other hand parents show much less agreement with ideas related to permissiveness or overprotection, and resulting in the practices the infantilisation of their children. Children with ID require constant supervision. As the parents have given birth to the ID child, favourable parental attitude is shown towards the child. They sometimes tend to overprotect the child and try always to provide special treatment over other children. Over protection of the child is shown more by the fathers than the mothers. At times the feeling of hopelessness is experienced by the parents. The parents find it challenging to encourage their ID child contact

between their children and other people (Arellano et al, 2013). Both depression and poorer life satisfaction is experienced by both the parents because of the conflicting behaviour and intermediate conflicting situations arising out of the presence of the ID child in the family. Adding to their woes, are the insulting and unpleasant comments made by the so called well-wishers. Although parents are worried about their child's future, their positive view about the ID child is also accompanied by negative feelings (Goswami et al., 2013)

The mothers of ID children are more confident in personal caregiving, safety, security, and well- beings of their child in homes than their fathers .The care giving ability is also dependent on many factors such as mothers' age, income, mental health, and the child characteristics like age, behaviours, and severity of ID (Bezruczko et al., 2011). Younger mothers are usually more affected with anxiety initially and but later on they develop more depressive symptoms compared to older care-givers (Dave D et al., 2014). A study conducted by Majmudar et al (2005) found that both male and female caregivers have significantly high anxiety scores. Mothers living with their husband get depressed due to social stigma attached to the ID child in the family, while divorced and separated caregiver may be depressed due to burden of caring alone without the help of spouse, and more economical responsibilities to cope up with their daily expenses. Further the caregivers who have less educational status and who were illiterate have high depressive symptoms and they often need psychological interventions (Yilidrim et al, 2010). Caring for a child afflicted with ID requires intensive time consuming contact with the child, medical service delivery system and educational institutions. Mothers with higher levels of education may be better positioned to garner resources that can reduce the socio-structural constraints of care (Green et al., 2007). It can also have devastating impact on family finances. For some parents, parenting an ID child can be a source of personal growth. Mothers love and value their children and find significant benefits in the experience of raising them. Therefore mothers spend more time with children while caring for them. However research studies have indicated that mothers being the primary care givers in the long run complain of physical problems, and suffer from arthritis, hypertension, thyroid problem, diabetes, cardiovascular diseases, depression, alcohol abuse and generalized anxiety disorders (Shanthi et al., 2015).

**1.1: Objective of the study:** The objective of the study was to determine the attitude and burden of caregivers of children with intellectual disability enrolled in special schools.

**1.2: Hypothesis:** There exists no significant difference in attitudes of mothers of children with Intellectual Disability enrolled in special schools.

### **1.3: Research Methodology**

Keeping in view the purpose and importance of the present study, the investigator adopted survey method for collecting detail description of ID children from the parents and the teachers. Further the investigator used the self developed

Care Giver Attitude Scale of children with mild and moderate Intellectually Disabled Children for collecting the data from the mothers and teachers of the school where the child was enrolled.

**Table 1.1: Universe of the study**

SI. No	Institutions Name/ Classification	Intellectually Disabled Children enrolled in special schools				Total	Teachers Total	Mothers of ID children
		Male		Female				
		Mild	Moderate	Mild	Moderate			
1	JyotiSroat School, Bethany Society Shillong	6	3	2	3	14	3	14
2	DwarJingkyrmen, Shillong	58	22	10	11	101	8	101
3	Asha School, Happy Valley, Shillong	5	2	1	6	14	6	14
4	Mary Rice Centre, Shillong	39	2	16	10	67	7	67
	<b>Total</b>	<b>108</b>	<b>29</b>	<b>29</b>	<b>30</b>	<b>196</b>	<b>24</b>	<b>196</b>

**Source:** School record (2014)

The Universe of the study is depicted in the table 1.1. In Shillong, there are at present four Special Schools for the mentally retarded children. The table shows the total number of mild and moderately retarded children enrolled in the schools in the year 2014. There were altogether 196 children enrolled in the school. Altogether 196 mothers of these ID children and 24 teachers comprised the universe of the study.

**Table 1.2: Sample of the study**

SI. No	Institutions Name/ Classification	Mothers of Intellectually Disabled Children				Total	Teachers Total
		Male		Female			
		Mild	Moderate	Mild	Moderate		
1	JyotiSroat School, Bethany Society Shillong	6	3	2	3	14	3
2	DwarJingkyrmen, Shillong	58	22	10	11	101	8
3	Asha School, Happy Valley, Shillong	5	2	1	6	14	6
4	Mary Rice Centre, Shillong	39	2	16	10	67	7
	<b>Total</b>	<b>108</b>	<b>29</b>	<b>29</b>	<b>30</b>	<b>196</b>	<b>24</b>

All 196 Parents and 24 teachers of all the enrolled children comprised the sample of the study. The entire universe was chosen as the sample as the number of mothers and teachers were less.

#### 1.4: Profile of the Study Area

The study was confined to Shillong City East Khasi Hills District of Meghalaya. The Northern portion of the district is bounded by Ri-Bhoi District, Karbi Anglong District on the North East, the Eastern portion is bounded by East & West Jaintia Hills, Bangladesh on the South and West and South Khasi Hills

District on the West. The population of East Khasi Hills District as of 2011 census was estimated to 8, 24,059 of which females population was 4, 13,699 and male population was 4, 10,360.

### 1.5: Analysis and Interpretation of data

**Table 1.3: Factor loading, Mean, SD and Item - total Correlation of 26 items on Care Giver Attitude Scale of Children with Mild and Moderate Intellectually Disabled Children.**

Items	MILD ID ( N=137)			MODERATE ID ( N=59)		
	Factor loading	Mean± SD	Item total Correlation	Factor loading	Mean± SD	Item total Correlation
Care given more to ID child	.923	2.42±0.578	0.150	.934	1.93±0.716	0.117
I am worried	.904	2.01±1.061	0.028	.914	1.39±0.492	0.119
Requires extra attention	.874	2.69±0.951	0.297*	.818	2.36±0.905	0.046
Child activity irritates me	.801	2.54±1.015	0.261*	.811	2.61±0.558	0.225
Accept child whole heartedly	.757	3.07±0.994	0.570*	.792	2.20±0.924	0.381*
Provide overprotection	.748	2.67±1.195	0.315*	.714	2.29±1.001	0.161
Accept the Violent Behaviour	.746	3.02±1.039	0.771*	.700	2.68±0.628	0.072
Accept hostility behaviour	.666	2.07±0.871	0.304*	.616	1.83±0.422	0.042
Keep away the child	.651	1.85±0.887	0.123	.276	1.68±0.471	0.316**
Taught the Child welcoming words to receive guest	.557	2.43±1.136	0.615*	.075	2.76±1.369	0.074
Scold the child for mistakes	.544	2.23±1.150	0.721*	.208	1.85±0.665	0.070
Beat the child for mistakes	.516	1.91±0.624	0.277*	.335	1.90±0.759	0.262**
Don't do anything	.498	2.05±0.622	0.760*	.453	1.73±0.520	0.379*
Submit myself to my child behaviour	.204	2.21±1.081	0.694*	.379	1.81±0.434	0.110
Feel rejected at times	.268	1.70±0.520	0.193**	.343	2.10±0.578	0.053
Tolerant towards over indulgence of my child	.103	2.21±1.172	0.671	.415	2.42±0.932	0.067
Tolerant towards my child's behaviour	.353	2.26±1.126	0.560*	.369	1.56±0.501	0.006
Rigid at times	.107	2.12±0.669	0.199**	.110	1.80±0.406	0.114
Flexible towards my child	.419	2.34±1.025	0.151	.228	1.59±0.893	0.005
Show favour to my MR child than others	.152	2.05±0.852	0.037	.015	1.98±0.777	0.140
Feel that my MR child could be educated	.499	2.26±0.965	0.375*	.184	1.71±0.929	0.150
Feel Proper training would help	.058	2.16±1.009	0.075	.464	1.63±0.613	0.154
Presence is always necessary	.150	1.83±0.625	0.182	.103	1.83±0.854	0.084
I don't have any ambitions	.041	2.07±0.769	0.090	.176	2.80±1.186	0.073
At times I feel belittling	.246	2.31±0.897	0.167	.062	2.32±1.090	0.115
I Avoid others	.304	2.22±0.715	0.099	.185	2.24±0.773	0.149
Percentage of Variance accounted		22.367			4.798	

\* Significant at 1%level

\*\* Significant at 5%level



The table shows the Factor loading, Mean, SD and item total correlation on 26 items on care giver's attitude scale of children with mild and moderate Intellectually disability. The analysis of mean score on 26 items for mild children reveal that the care givers accept the child whole heartedly and accept the violent behaviour of the child to a greater extent. The care givers also have moderate feeling for the child's requirement of extra attention and hence they provide over protection to the child. Feeling of irritation to a moderate extent was also observed among the care givers. Other 21 items show the mean as less than 2.5, which suggest that they have lower feelings or attitudes as subjective burden.

In the next step, factor analysis using Principal Components Analysis (PCA) with varimax rotation was carried out on 26- items of Care Giver Attitude Scale on both mild and moderate ID children. To determine the number of non-trivial factors, Eigen values (Kaiser, 1960) and Scree plots (Catell 1966; Vogelmann 1977) were drawn. PCA for mild ID yielded eight factors and for moderate yielded nine factors with eigen values > 1. Further, item total correlation of the 26 items (for mild ID children, N=137) ranged from 0.028 to 0.771. High item total correlation was found in 14 items for mild ID children which includes child always requires extra attention, irritation of the child's activity, total acceptance of the child behaviour, overprotection of the child, acceptance of hostility behaviour, taught welcoming words to receive the guest, scolding for their mistakes, beating the child, not doing anything when the child commits mistakes, submit themselves, and showing tolerance towards the child.

Being more conceptually interpretable, the model explained 22.37 % of total variance with factor loading ranging from 0.04 to 0.92.

**Table 1.4:** Eigen values of 26 item care giver attitude scale of children with mild Intellectually Disabled children

Compo-nents	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulati-ve %	Total	% of Variance	Cumulati-ve %
1	7.640	29.38	29.384	7.640	29.384	29.384	5.816	22.367	22.367
2	3.313	12.74	42.128	3.313	12.744	42.128	2.561	9.850	32.217
3	2.097	8.066	50.194	2.097	8.066	50.194	2.504	9.633	41.850
4	1.926	7.407	57.601	1.926	7.407	57.601	2.153	8.280	50.129
5	1.508	5.799	63.400	1.508	5.799	63.400	1.925	7.404	57.534
6	1.280	4.923	68.324	1.280	4.923	68.324	1.780	6.847	64.381
7	1.140	4.383	72.707	1.140	4.383	72.707	1.664	6.402	70.782
8	1.072	4.125	76.832	1.072	4.125	76.832	1.573	6.049	<b>76.832</b>
9	0.893	3.433	80.264						
10	0.687	2.644	82.908						
11	.643	2.471	85.380						
12	.614	2.362	87.741						

13	.516	1.983	89.724						
14	.487	1.873	91.597						
15	.391	1.504	93.101						
16	.340	1.309	94.410						
17	.305	1.174	95.584						
18	.273	1.052	96.635						
19	.240	.923	97.559						
20	.203	.779	98.338						
21	.134	.516	98.853						
22	.086	.333	99.186						
23	.082	.314	99.500						
24	.058	.224	99.724						
25	.040	.155	99.879						
26	.031	.121	100.00						

Extraction Method: Principal Component Analysis

On the basis of Varimax Rotation with Kaiser Normalisation, 8 factors have been extracted. Each factor is constituted of all those variables that have factor loadings greater than 0.5. 26 variables were clubbed into 8 factors. 8 factors were extracted from the 26 variables used in the study. These 8 extracted factors explained 76.83% of the variability attitude of care giver towards mild ID children. This explains over three-fourth of the variability attitude of care givers towards mild ID children.

### Kaiser-Meyer Olkin Test

The Kaiser-Meyer-Olkin is the measure of sampling adequacy, which varies between 0 and 1. The values closer to 1 are better and the value of 0.6 is the suggested minimum. The Bartlett's Test of Sphericity is the test for null hypothesis that the correlation matrix has an identity matrix. Taking this into consideration, these tests provide the minimum standard to proceed for Factor Analysis.

<b>Kaiser-Meyer-Olkin and Bartlett's Test</b>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.760
Bartlett's Test of Sphericity	Approx. Chi-Square	269.54
	df	325
	Sig.	.000

Here, KMO = 0.760 which indicates that the sample is adequate and we can proceed with the Factor Analysis.

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The

approximate value of Chi-square was 269.54,  $df=325$ , which was found to be significant at 0.05 Level of significance. The KMO statistic of 0.760 was also large (greater than 0.50). Hence factor analysis was considered as an appropriate technique for further analysis of the data.

In the present study the first 8 factors explained 76.83% of variance. The rotation sums of the squared loading represent the distribution of the variance after the varimax rotation with Kaiser Normalisation. The varimax rotation tries to maximize the variance of each of the factor.

**Table 1.6:** Eigen values of 26 item care giver attitude scale of children with moderate Intellectually Disabled children

Com- po- nents	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Vari- ance	Cumula- tive %	Total	% of Vari- ance	Cumula- tive %	Total	% of Vari- ance	Cumula- tive %
1	6.419	25.67	25.676	6.419	25.676	25.676	5.700	22.800	22.800
2	2.746	10.982	36.659	2.746	10.982	36.659	2.421	9.684	32.485
3	2.362	9.449	46.107	2.362	9.449	46.107	2.330	9.319	41.803
4	1.786	7.146	53.253	1.786	7.146	53.253	1.754	7.016	48.819
5	1.611	6.445	59.698	1.611	6.445	59.698	1.741	6.965	55.784
6	1.432	5.727	65.424	1.432	5.727	65.424	1.643	6.571	62.355
7	1.218	4.873	70.297	1.218	4.873	70.297	1.559	6.238	68.593
8	1.105	4.420	74.717	1.105	4.420	74.717	1.304	5.215	73.808
9	1.045	4.179	78.897	1.045	4.179	78.897	1.272	5.088	<b>78.897</b>
10	.834	3.337	82.233						
11	.711	2.842	85.076						
12	.628	2.512	87.588						
13	.477	1.907	89.496						
14	.398	1.594	91.089						
15	.387	1.548	92.637						
16	.372	1.487	94.124						
17	.327	1.306	95.430						
18	.235	.942	96.372						
19	.215	.859	97.231						
20	.189	.754	97.985						
21	.159	.637	98.622						
22	.131	.524	99.146						
23	.108	.432	99.578						

24	.072	.288	99.866						
25	.033	.134	100.000						
26	.051	.121	100.00						

Extraction Method: Principal Component Analysis

On the basis of Varimax Rotation with Kaiser Normalisation, 9 factors were extracted. Each factor constitute all those variables that have factor loadings greater than 0.5. 26 variables were clubbed into 9 factors. 9 factors were extracted from the 26 variables used in the study. These 9 extracted factors explained 78.89% of the variability attitude of care giver towards mild ID children. This explains almost over three-fourth of the variability attitude of care givers towards moderate ID children.

**Table 1.7:** Kaiser-Meyer-Olkin and Bartlett's Test on care giver attitude scale for moderate Intellectually Disabled children

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.780
Bartlett's Test of Sphericity	Approx. Chi-Square	274.13
	df	325
	Sig.	.000

Here, KMO=0.780 which indicated that the sample was adequate and we can proceed with the Factor Analysis.

The Kaiser-Meyer Olkin (KMO) and Bartlett's Test measure of sampling adequacy was used to examine the appropriateness of Factor Analysis. The approximate Chi-square value was 274.13, df= 325 and it was significant at 0.05 Level of significance. The KMO statistic of 0.780 was also large (greater than 0.50). Hence Factor Analysis was considered as an appropriate technique for further analysis of the data.

In the present test the first 9 factors explained about 78.89% of variance. The rotation sums of the squared loading represent the distribution of the variance after Varimax rotation with Kaiser Normalisation. The Varimax rotation here tries to maximize the variance of each of the factor.

**Table 1.8:** Rotated Component Matrix on 26 items of Care Givers Attitude Scale of Children afflicted with mild Intellectually Disability.

Items	1	2	3	4	5	6	7	8
I accept the Violent Behaviour of the child	<b>.900</b>	.209	.044	-.088	.015	-.008	-.010	-.002
I don't do anything when the child commits some mistakes	<b>.898</b>	-.131	.051	-.089	-.063	.051	-.045	.023
I Provide overprotection to my child	<b>.874</b>	-.051	.015	.147	-.089	-.010	-.070	.035
I submit myself to my child behaviour	<b>.769</b>	.551	-.013	.058	-.105	.098	-.031	.079
I am tolerant towards overindulgence of my child	<b>.758</b>	.531	-.083	.055	-.179	.062	-.028	.150
I accept my child whole heartedly	<b>.726</b>	.061	-.127	.391	-.123	-.113	-.107	-.089

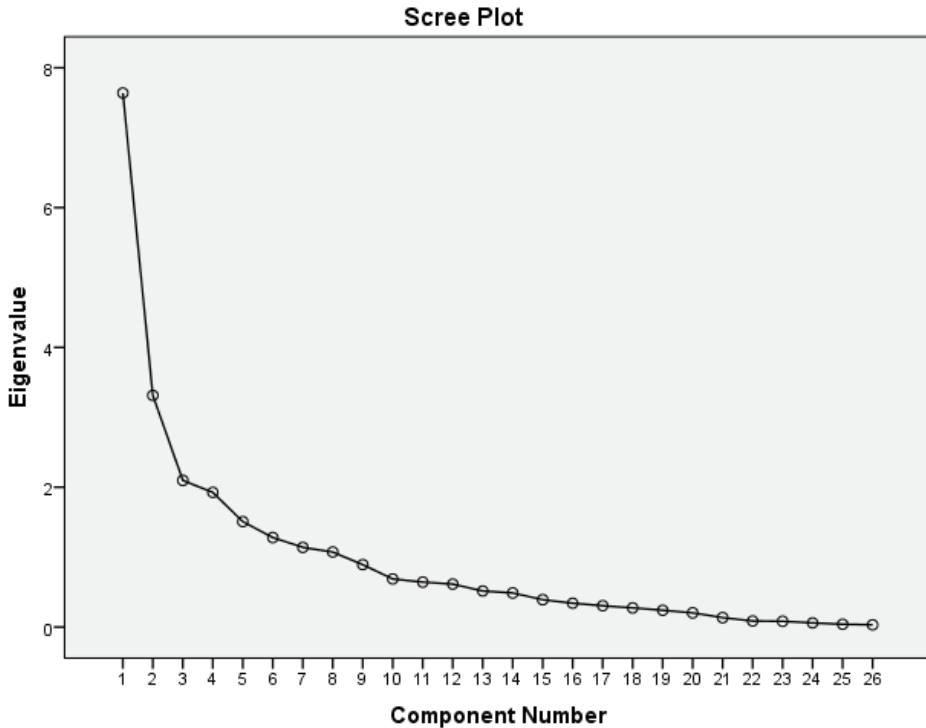
I have taught the child the welcoming words to receive the guest	<b>.700</b>	-.093	.093	.278	-.092	.036	-.035	.261
I am tolerant towards my child's behaviour	<b>.657</b>	.577	-.159	.239	-.256	.048	-.049	.100
I beat the child for his/her mistakes	-.152	-.822	.189	.000	.079	-.113	-.040	-.140
My child activity irritates me	-.027	-.635	.051	-.471	.265	-.064	-.119	-.244
My Child requires extra attention	.306	-.419	.300	.029	-.097	.387	.105	.181
I am Worried about the future of the ID Child	.025	-.169	.902	-.083	.111	.164	-.066	-.109
Care given to the ID Child is More than other children in the family	<b>.084</b>	-.139	.895	-.046	.072	.178	.043	-.147
I feel rejected at times	-.104	.010	-.051	-.838	.153	.031	-.061	.016
I am rigid at times	.212	.290	-.408	.615	.064	-.030	-.165	.181
I scold the child for his/her mistakes	.467	.207	-.066	.569	-.461	-.120	-.185	.142
I keep away the child from friends or visitors in my house	-.025	-.112	.060	-.293	.840	.000	.018	-.093
I accept hostility behaviour of my child	-.330	-.110	.090	.037	.814	.070	.058	-.007
My presence is always necessary for my child	-.009	.177	.302	.025	-.030	.730	-.300	.026
I feel Proper training would help my child	-.101	.073	.225	-.013	.131	.701	.193	-.022
I am flexible towards my child	.215	-.074	-.454	-.204	-.020	.645	.068	-.264
I don't have any ambitions for my child	-.161	.021	.089	.121	.046	.144	.742	.133
I avoid others because of my child	.178	-.029	-.279	-.082	.166	-.006	.731	.012
At times I feel belittling	-.198	.050	.128	-.095	-.111	-.111	.558	-.192
I show favour to my child than others	-.042	.256	-.057	.148	-.085	-.147	-.065	.788
I feel that my Child could be educated like other children	.397	.024	-.245	-.057	-.043	.076	.069	.710

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. (Rotation converged in 9 iterations)

The above matrix gives the correlation of the variables with each of the extracted factors. Usually, each of the variables is highly loaded in one factor and less loaded towards the other factors. To identify the variables, included in each factor, the variable with the value maximum in each row is selected to be part of the respective factor. The values have been highlighted in each of the rows to group of the 26 variables into 8 core factors. Thus after rotation, Factor 1 (accepting the behaviour of the child) accounts for 22.37% of the variance; Factor 2 (Don't do anything when the child commits mistakes) accounts for 9.85 % of variance; Factor 3 (provide overprotection to the child) accounts for 9.63 % of variance; Factor 4 (Submitting to the child) accounts for 8.28 % of the variance; Factor 5 (Being Tolerant towards over indulgence of the child ) accounts for 7.40 % of the variance; Factor 6 (Accepting the child whole heartedly) accounts for 6.84 % of variance; Factor 7 (taught welcoming words to receive the guest) accounts for 6.40 % of variance and Factor 8 (being tolerant towards the child) accounts for 6.04 % variance . All the 8 factors together explain for 76.83 % of variance in terms of care giver attitude towards mild ID child.

**Fig. 1.1:** Scree Plot on care giver attitude scale of children with mild Intellectually Disabled



The scree plot graphs the Eigen value against each factor. It is seen from the graph that after factor 3 there is a sharp change in the curvature of the the scree plot. This shows that after factor 3 the total variance accounts for smaller and smaller amounts.

The factor analysis has thus identified eight core factors that affect the attitude of the care givers towards mild ID children. They are categorized as

- 1 Accepting the behaviour of the child
- 2 Don't do anything when the child commits mistakes
- 3 Provide overprotection to my child
- 4 Submitting herself to the behaviour of the child
- 5 Being tolerant towards over indulgence of the child
- 6 Accepting the child whole heartedly
- 7 Taught welcoming words to receive the guest
- 8 Being tolerant towards the child

**1.6: Implication of the results (1)**

Factor 1- I accept the Violent Behaviour of the child: This factor suggests that care givers tolerate the violent behaviour of mild ID children. The factor explains 22.37 % of variance. Caregivers believe that they will be normal in future. This is the core factor, which contributes to the positive attitude of mothers towards their ID mild children.

Factor 2- I don't do anything when the child commits some mistakes: This factor relates that care givers concerns are more favorable towards the ID child. The factor explains 9.85% of variance. Caregivers are thus show favour and help the child.

Factor 3- I provide overprotection to my child: This factor suggests that care givers provide over protection to the ID child. The factor explains 9.63 % of variance. Thus caregivers are provide good care and more sentimental.

Factor 4- I submit myself towards to the child: This factor suggests those care givers are submitting themselves, to the child needs and demands. The factor explains 8.28 % of variance thus showing high patience and utmost cooperation towards the ID mild child.

Factor 5- I am tolerant towards overindulgence of my child: This factor suggests caregivers accepting the child's extravagance to give enough comfort and helping the child for better adjustment. The factor explains 7.41% of variance and thus the caregivers are ready to satisfy the child's demands. Care givers are more coddle to bring their child to be like a normal child.

Factor 6- I accept my child whole heartedly : This factor suggest care giver are showing positive attitude towards the Intellectually disabled children. The factor explains 6.85% of variance showing that care givers are accepting the child whole heartedly, and helping the child to lead a normal life as far as possible.

Factor 7- I have taught the child the welcoming words to receive the guest suggests that care givers are teaching the good manners, and hospitality though they are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest. The factor explains 6.40 % of variance. This is a reinforcement factor which contributes to the attitude of mothers towards their ID mild children for their social adjustment.

Factor 8- I am tolerant towards the child behaviour. This factor suggests that caregiver is liberal towards their ID child. This factor explains about 6.41 % of variance. Thus care givers are tolerant towards the child behaviour to reinforce the mild ID children to do activities for their better adjustment in their life. This is one of the key factors that contribute to the positive attitude of mothers towards their mild ID children.

**Table 1.9:** Rotated component Matrix of 26 item on care giver attitude scale of children with moderate Intellectually Disabled.

Items	1	2	3	4	5	6	7	8	9
I am Worried about the future of the ID Child	<b>.092</b>	.410	-.146	.015	-.397	.243	-.621	.136	-.063
Care given to ID child is more than the other children in the Family	<b>.094</b>	.583	-1.39	.016	-2.67	.641	.143	-0.68	.173
My Child requires extra attention	<b>.064</b>	.136	.199	.800	.005	-.151	.185	-.031	.104
MyChildactivity irritates me	<b>.743</b>	.079	-.264	.008	.245	-.054	-.057	.078	-.275
I accept mychild whole heartedly	<b>.736</b>	-.084	.119	-.217	.114	-.081	-.142	-.147	-.069
I Provide overprotection to my child	<b>.861</b>	-.216	-.293	.013	-.072	.041	-.155	.091	.040
I accept the Violent Behaviour of the child	.227	-.008	-.376	-.262	-.146	.500	-.136	.178	.034
I accept hostility behaviour of my child	<b>.095</b>	-.131	-.209	.784	-.023	.077	-.053	-.047	-.168
I keep away the child from friends or visitors in my house	<b>.835</b>	.080	-.177	-.016	.078	-.046	.231	.007	-.159
I have taught the child the welcoming words to receive the guest	<b>.802</b>	-.157	-.117	.117	-.072	.134	-.087	.091	-.107
I scold thechildforhis/her mistakes	.040	.424	-.122	-.409	-.201	.256	.327	-.049	-.020
I beat the child for his/her mistakes	<b>.563</b>	-.431	.037	.324	.050	.103	-.134	.390	-.265
I don't do anything when the child commits some mistakes	.146	-.038	-.080	.071	.022	.002	-.065	-.917	-.004
I submit myself to my child behaviour	.184	.128	-.102	.094	-.067	.090	.809	.111	.010
I feel rejected at times	<b>.891</b>	.042	-.157	-.090	.077	-.052	.026	-.084	-.058
Iam tolerant towards overindulgence of my child	<b>.892</b>	-.015	-.188	.021	-.206	.030	-.053	.097	-.071
I am tolerant towards my child's behaviour	.547	.138	.372	-.006	-.099	.415	.379	.037	-.031
I am rigid at times	<b>.090</b>	-.038	-.057	-.008	.099	.889	.056	-.041	-.066
I am flexible towards my child	.152	-.227	.858	.009	.182	.094	-.024	.095	.048
I show favour to my child than others	.104	.773	-.037	-.046	.280	.215	.077	.217	.053
I feel that my Child could beeducated like other children	-.274	-.139	-.017	-.055	-.776	-.031	.033	.160	.102
I feel Proper training would help my child	.181	-.792	.080	-.113	-.061	.159	.107	.162	.050
My presence is always necessary for my child	.143	.059	.894	-.025	.013	-.270	-.063	.032	-.088
I don,t have any ambitions for my child	.236	.574	.077	-.229	.409	-.244	.230	.137	-.183
At times I feel belittling	.171	.300	.287	-.009	.687	.084	.016	.224	.258
I avoid others because of my child	-.100	-.054	-.048	-.051	.020	-.056	.017	-.003	.948

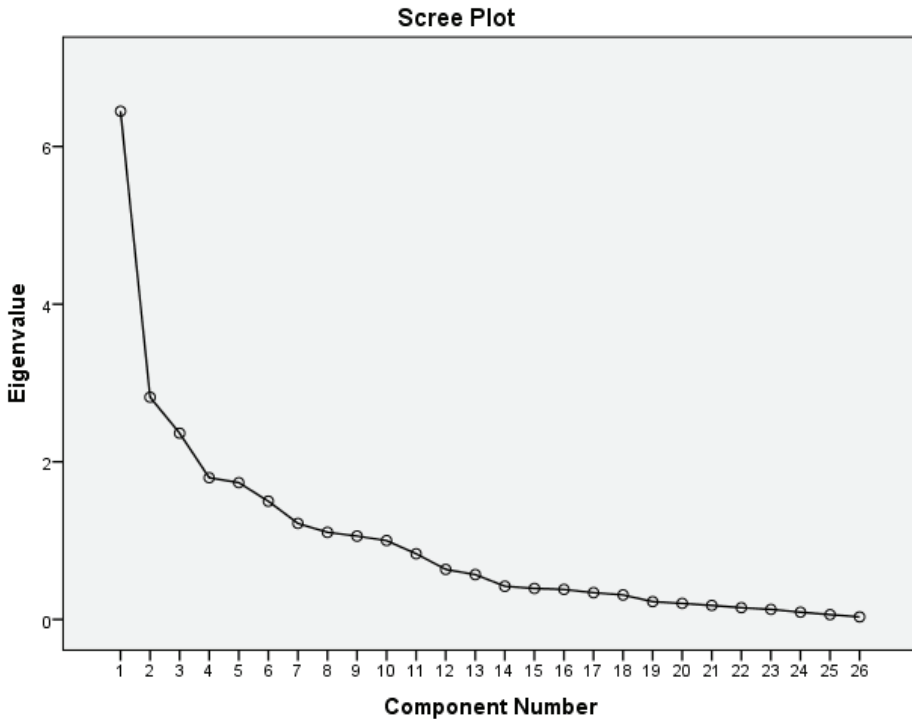
Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization. (Rotation converged in 13 iterations)



The above matrix gives the correlation of the variables with each of the extracted factors. Usually, each of the variables is highly loaded in one factor and less loaded towards the other factors. To identify the variables, included in each factor, the variable with the value maximum in each row is selected to be part of the respective factor. The values have been highlighted in each of the rows to group of the 26 variables into 9 core factors. Thus, after rotation, Factor1 (Worried about the future of the child) accounts for 22.8% of the variance; Factor 2 (Child requires extra attention) accounts for 9.68 % of the variance; Factor 3 (Child activity irritates me) accounts for 9.31 % of the variance; Factor 4 (Accepting the child whole heartedly) accounts for 7.01 % of the variance; Factor 5 (Provide overprotection) accounts for 6.97 % of the variance; Factor 6 (Accepting the violent behaviour) accounts for 6.58 % of the variance; Factor 7 (Accepting the hostility behaviour child ) accounts for 6.23 % of the variance; Factor 8 ( Keep away the child from friends or visitor) accounts for 5.21 % of the variance ; Factor 9 (Taught welcoming words to receive the guest)accounts for 5.08 % of the variance. All the 9 factors together explain for 78.89 % of variance in terms of care giver attitude towards moderate ID children.

**Fig 1.2:** Scree Plot of care giver attitude scale of children with moderate Intellectually Disabled



The scree plot graphs the Eigen value against each factor. It is seen from the graph that after factor 5 there is a sharp change in the curvature of the the scree plot. This shows that after factor 5 the total variance accounts for smaller and smaller amounts.

The factor analysis has thus identified nine core factors that affect the attitude of the care givers towards moderate ID children. They are categorized.

- 1 Worried about the future of the ID Child
- 2 Child requires extra attention
- 3 Child activity irritates me
- 4 Accepting the child whole heartedly
- 5 Providing overprotection to child
- 6 Accepting the violent behaviour
- 7 Accepting the hostility behaviour of my child
- 8 Keep away the child from friends or visitor
- 9 Taught welcoming words to receive the guest

### 1.7: Implication of the results (2)

Factor 1- I am worried about the future of the ID child: This factor suggests that care givers were worrying about the future of moderate ID children. The factor explains 22.8 % of variance. Caregiver was more worried about the future of the child. Mothers of moderate ID children was more worried about the future of the child.

Factor 2- Child activity requires extra attention: This factor explains 9.68 % that care givers were pay more attention towards the Moderate ID children. This may be the reason that moderate ID children were less IQ level compare to mild ID children .Hence in their day to day activities they want constant supervision.

Factor 3- Child activity irritates me: This factor explains that 9.31 % that caregivers were irritated by the child behaviour. This may be the reason that moderate ID children were more hyperactive than mild ID children

Factor 4- Accepting the child whole heartedly : This factor suggest care giver are showing positive attitude towards the Intellectually Disabled children, The factor explains 7.01% of variance showing that care givers are accepting the child wholeheartedly , and helping the child to lead a normal life as far as possible.

Factor 5- Provide over protection: T his factor suggests that care givers provide over protection to the ID child. The factor explains 6.97 % of variance. Thus Caregivers are provide good care and more sentimental.

Factor 6- Accepting the violent behaviour: This factor suggest care giver are accepting the violent behaviour of the child , The factor explains 6.58% of variance

care givers are accepting the child, violent behaviour of the child and accepting the behaviour of moderate ID children..

Factor 7- Accepting the hostility behaviour of the child .The factor explains 6.23 % of variance. This is a accepting and tolerating the factor so the care givers were adjusted to the great extent to tolerant and accepting the child behaviour.

Factor 8 - Keep away the child from friends and relatives. This factor explains that 5.21 % of variance. This is keeping away the child from friends and relatives. This may be the reason the child was more aggressive and unadjusted to the social environment, only the family members were tolerating.

Factor 9- I have taught the child the welcoming words to receive the guest: It suggests that care givers are teaching the good manners and hospitality though they are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest. The factor explains 5.08 % of variance. This is a reinforcement factor which contributes to the attitude of mothers towards their ID mild children for their social adjustment.

### 1.8: Major Findings

1. The study found that 22.8 % of mothers of moderate ID children were worried about the future of the child.
2. It was revealed from the study the study that 9.68 % of mothers pay more attention towards the moderate ID children.
3. The study found that 9.31 % of caregivers were irritated by the child behaviour. This may be the reason that moderate ID children were more hyperactive than mild ID children
4. The study found that 6.97 % of Caregivers of moderate ID children were providing good care to the children.
5. The study found that 5.8% care givers are teaching the good manners and hospitality. The caregivers are tolerating and submitting themselves to the child's behaviour and at the same time teaching their child to receive the guest.
6. The study found that 22.37 % of caregivers of mild ID children believe that the children will be normal in future, which contributes to the positive attitude of mothers towards their ID mild children.
7. The study found that 7.41% of caregivers were tolerant towards overindulgence of the child. It explains that caregivers are accepting the child's extravagance to give enough comfort and helping the child for better adjustment. Caregivers are more coddle to bring their child to be like a normal child.

8. The study found that caregivers submit themselves towards the child at times. This factor suggests those care givers are submitting themselves to the child needs and demands. The factor explains 8.28 % of caregivers showing high patience and utmost cooperation towards the ID mild child.
9. The study also found that care givers accept the child whole heartedly and are showing positive attitude towards the Intellectually Disabled children. However only 6.85% of care givers accept their child whole heartedly, and help the child to lead a normal life as far as possible.
10. The study found that 9.85% care givers don't do anything when the child commits some mistakes. Care givers concerns are more favourable towards the ID child.

### **1.9: Suggestions for Parents**

Children with disabilities are often unfairly viewed by society as being unruly children. The parents of the child with disability need to be stronger, adaptive and optimistic in their social life. They have to be “special” for their special child.

1. The study advocates for parental training which is absent in our society. This can modify the parental attitude. Parental training will enhance their knowledge on upbringing the intellectually disabled child through specific management procedures.
2. Parents and family members may develop a sense of responsibility and satisfaction in bringing up the ID child in the best possible way. Not only that, other family members like brothers, sisters should be made tolerant and develop understanding to help the ID child.
3. The study suggests that parents may be made aware that training a ID child does not need complex skills and that with repeated training in simple steps, and with constant motivation, the child can learn a set of skills required in their day today life.
4. The child requires praise when he or she does well. Children with ID are often very good at a variety of things. It is necessary to find out what the child really enjoys doing, such as dancing, playing soccer, or working with computers / mobiles or even playing with other friends. The child should be given plenty of opportunities to pursue his or her strengths and talents.
5. It is also necessary to find out the ways how the child learns best. Does he or she learn by hands-on practice, looking, or listening? Help the child learn through his or her own areas of strength.
6. The child can also help in household things. It can build self-confidence and development of concrete skills. Therefore it is necessary to give the instructions in a simple way through breaking down tasks into smaller steps, and rewarding the child's efforts with simple praise.

**1.10: Interventions**

1. Increase of awareness level on health, hygiene and nutritional status among pregnant mothers in rural and urban areas can be imparted by Community Health Centers and Primary Health Centers through ICDS scheme
2. It is necessary to understand that providing good nutritional food to mother at the time pregnancy can lead to deliver a healthy child.
3. Parental medical counseling need to be provided by the doctors about the growth of the fetus during the pregnancy period.
4. Family based interventions can be imparted at family level. Each member in the family should encourage the child in their day to day activities, playing of indoor games and singing among family members, thus helping the MR child to get adapted to the environment
5. Relaxation techniques can be taught to the children in the home and school by enabling the MR Child to press soft balls, and playing with small balls.
6. Playing games and musical chair will help the children to interact among the children and develop motor activity.

**1.11: Conclusion**

Children with ID are subjected to multiple discriminations in our society although it is not an illness. Therefore there is need for Individualized Support Plans (ISP) different from child to child depending upon their level of mental retardation. For this firstly, the individual needs and competencies of each child has to be assessed and mapped using available scientific procedures. This would enable the caretakers including the parents and the teachers to optimize the social functioning of the child in their day today activities. Individual Support Plans is also required for addressing the intellectual functioning of the child through appropriate educational supports. Vocational training may also help in better adaptive functioning of the MR Child. The supports for adaptive behaviour may include teaching social skills, along with social and psychological therapies with the help of educational counsellors. Further education of children must be the social responsibility of the government, families, communities and non-governmental organizations.

Children with intellectual disabilities can live a meaningful, satisfying, and productive live within their own communities when they are provided with adequate support. The study concludes that families caring for the children with intellectual disability need find their own support. Among the other services for families there are financial supports, community supports, and family life education. The policies adopted by the governments or the efforts taken by the NGOs' have to be more

generalized. Mere legislations or judicial pronouncements cannot bring radical changes in the lives of the ID children. Therefore attitude of the society needs to be changed towards the ID children through appropriate awareness programmes, education and communication. That can bring relief to the parents and teachers.

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# **Affirmative Action: Inclusion of Low Literate Community in Skill Development**

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## **Introduction**

Education is considered to be a primary tool for achieving social justice. The educational institutions aim towards moulding a person's personality and providing opportunities for social and economic development. Despite the well-structured educational policies, many a times, the marginalized groups are left behind in the process of development. The onus can be put on the persistent discriminatory practices against children of the marginalized groups and also the high drop-out rates of children from these groups. Thus, India faces the challenge where the children are either being left completely illiterate or completing education that is minimalistic in nature. Thus, it is important for a developing country such as India to devise a plan for education which is functional not only in nature but also promotes Vocationalisation of talents and development of traditional & job-specific skills.

## **Objectives**

The primary objectives of the paper are as follows:

- To understand the status of literacy levels of the marginalized groups
- To find out the causes of illiteracy & problems faced as a consequence
- To provide for viable solutions to address the low enrollment and high drop-out rates

## **Methodology**

The research conducted is secondary in nature having both quantitative and qualitative data. Qualitative Data includes reviewing the already existing literature including journal articles, international documents and reports by the Government of India. Quantitative data includes the data on education by the Census and the Ministry of Human Resource Development. The data found from secondary sources has been analyzed and solutions provided based on the contemporary situation of education in India.

## **Literature Review**

Education is considered to be a means of fostering a process of development of an egalitarian society. However, till today, many children are not able to access education from schools due to social, economic and political deprivation. Thus, the marginalized are individuals who exist outside the system of protection and integration

which limits their opportunities and means for survival. This marginalization could be based on social, cultural, economic or ideological systems of the society. Marginalization of such groups is through displacement, exclusion and globalization which are often seen as consequences of development. The marginalized groups including women, elderly, persons with disability, and ethnic groups among others, have suffered deprivation in all walks of life including education. However, with the growth of the human rights perspective, efforts are being put to provide equal opportunities and inclusion of all in the process of education. In recent times, literacy is being considered to play an important role in shaping opportunities for the marginalized and widening their life chances. (Maheshwari, 2012)

Literacy forms the prime mandate of UNESCO intertwined with the concept of human rights. Literacy is meant to promote positive social transformation, justice and personal & collective freedom. According to a report of the United Nations, there are over 800 million people across the globe that are illiterate. Taking cue from this figure, the United Nations Sustainable Development Goal 4 focuses upon ensuring inclusive and equitable quality education and promoting lifelong opportunities for all.

But before going into the statistical information, it is important to understand the concept of literacy as a whole. The general notions of literacy refer to an individual's Ability to Read & Write, Being Familiar with Literature. The Late 19<sup>th</sup> Century view of literacy corresponds to Autonomous skills possessed as part of education. It is also the application of such skills & how their acquisition affects the learning process.

The United Nations *Educational, Scientific and Cultural Organization (UNESCO)* in June 2003 provided for the *Operational Definition of Literacy* as “*Literacy is the ability to identify, understand, interpret, create, communicate and compute, using print and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, to participate fully in their community and wider society*” (UNESCO, *The Plurality of Literacy and its Implications for Policies and Programmes*, 2004)

Following the international view on Education, India formulated its own legal framework ensuring education to all. The National Policy on Education 1986 has a lot of significance in the history of education with an aim to promote national progress, sense of common citizenship and strengthen national integration. It laid stress on reconstruction of the education system with an emphasis on science and technology along with cultivation of moral values. Its structure was focused upon establishing a common education system through national curriculum framework providing equality of opportunity to all sections of the society and ensuring at least minimal levels of education to all. The essence and role of education was highlighted in the policy as a unique investment aiming at all round development, manpower development and acculturating roles of the society. (NCERT, 1992)



Article 28 of the Indian Constitution promotes the Right to Education with the aspiration of young people achieving the highest level of education which they are capable of. Further, Article 29 also emphasizes upon the goals of education as development of personality, talents & abilities and encouraging respect for human rights and cultures. (Government of India, 2015)

Further, through the amendment of the Indian Constitution, Article 21-A was inserted as a fundamental right providing for free and compulsory education to all children who fall in the age group of six to fourteen years. Consequence of this legislation was the Right of Children to Free and Compulsory Education (RTE) Act, 2009. It means that every child has a right to full time elementary education in a formal school environment which is satisfactory and of equitable quality.

Coming into effect on 1<sup>st</sup> April 2010, the Act focuses on free education which refers to *“no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.”* (Know your RTE, 2013)

The *Sarva Shiksha Abhiyan* (SSA) which came much before the RTE Act 2009 had a mission to achieve universal enrolment of all children in the age group 6-14 years in elementary education, ensuring all children to learn at grade appropriate level. (Mission Statement, 2001)

Accordingly, there are various levels of education in the Indian Education System. These are as follows:

- (i) Below Primary Level: This is the most basic level of education which focuses mainly on early childhood care and intervention. It consists of kindergarten or play school education.
- (ii) Primary Level: This starts usually at the age of 5-6 years and exists from Class 1<sup>st</sup> to Class 5<sup>th</sup>, giving children a sound education in reading, writing and mathematics with an elementary understanding of social sciences.
- (iii) Middle Level: It starts at the age of 10-11 years and teaching is more subject-focused. It comprises of children from Class 6<sup>th</sup> to Class 8<sup>th</sup>.
- (iv) Secondary Level: It comprises of children studying in Class 9<sup>th</sup>& Class 10<sup>th</sup>, between ages 14-16 years where instruction of education is more organized along specific subjects.
- (v) Higher Secondary Level: It comprises of two years of education namely Class 11<sup>th</sup>& Class 12<sup>th</sup>, starting usually at 16 years. Students here choose particular subjects keeping in mind their preferences. This is the highest level of school education acquired by a child by the age of 18 years. (Ghosh, 2014)
- (vi) Undergraduate Level: It is the first stage of higher education where students

- enroll for a 3 years course which is either academic in nature or a professional course.
- (vii) Post-Graduation Level: It is usually of 2 years duration which caters largely to a specific level or sub-field of a preferred discipline consisting of research as an addition.
  - (viii) M.Phil/Ph.D Level: These are completely research oriented courses opted by students having keen interest in a sub-topic of a particular field.
  - (ix) Integrated Courses: These are courses which provide dual degree to the students as two subjects are pursued at the same time as part of the course curriculum. (Wordpress, 2012)

Thus, Literacy in itself can be viewed as a broad concept focused upon developing self-sustaining and involved persons. The definition of literacy should be in a way whereby it is stable, measurable, generalized and one-dimensional in nature. Accordingly, there can be broadly 3 levels of literacy namely Pre-Literacy, Basic Literacy and Career Literacy. **Pre-Literacy** refers to knowledge and use of skills forming the building blocks of the learning structure. It includes the skills of listening, speaking, reading and writing. Absence of such skills leads to a barrier to success in a civilized society. The **Basic Literacy Level** involves the expansion, consolidation, specialization and refinement of the skills of the pre-literacy level. The aim here is not to make the individual apply higher cognitive skills but to build on the acquired skills to a level where further vocational choices can be specialized into. The **Career Literacy Level** is the highest level of literacy which is multi-dimensional in nature. The skills required are job-specific and demands vary from occupation to occupation.

An individual at this stage is considered to be at a level which matches the level of the work material. It can thus be concluded that career literacy corresponds to the functional literacy model which refers to possession of those skills that are required for success in the economic activities that an individual engages in. (Powell, 1977)

### Status of Literacy

The Census of India from its advent in 1991 has given the working definition of literacy as “*The total percentage of population of an area at a particular time, aged seven years or above who can read and write with understanding.*”

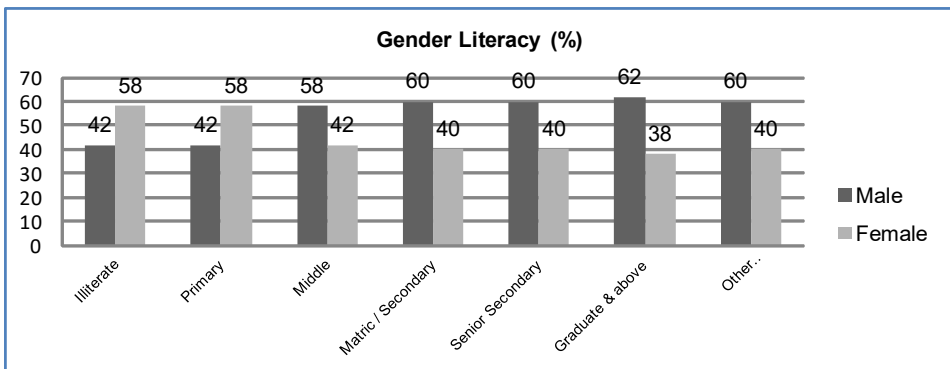
The Census Data for 2011 shows that among the 29 states and 7 Union Territories, Kerala has the highest literacy rate of 94% while Bihar has the lowest literacy rate which is at 61.8%. Along with Kerala, the top 5 literate states are Lakshadweep, Mizoram, Tripura and Goa. States such as Arunachal Pradesh, Rajasthan, Jharkhand and Andhra Pradesh have poor literacy levels. The table below highlights the percentages of states having the highest and lowest literacy rates.(Census, 2015)

High Literacy States	Literacy Rate	Low Literacy States	Literacy Rate
Kerala	94%	Andhra Pradesh	67.02
Lakshadweep	91.85%	Jharkhand	66.41
Mizoram	91.33%	Rajasthan	66.11
Goa	88.70%	Arunachal Pradesh	65.38
Tripura	87.22%	Bihar	61.80

When focusing upon the marginalized groups per se, it is the Women, Scheduled Castes (SC) & Scheduled Tribes (ST) and Persons with Disability (PWD) that fall in the ambit. These are groups which have been discriminated since a long time in history highlighting their current state of low literacy levels.

Women as a social group have been one of the most deprived and discriminated sections of the society due to the widespread prevalence of patriarchal mindset. The reason for the low literacy levels can be directly pointed towards the low enrollment ratio when compared to the men. This has premise in the traditional thought of the family unable to afford both the women's education as well as her marriage. Thus, marriage gaining more emphasis leads to early child marriage and high dropout rates. (Jyothisna, 2016)

The Census Data 2011 for Literacy Rates in India stands at 82.1% for the males and 65.5% for the females with the overall literacy rate at 74%. From the data it is observed that the level of education for the males throughout the educational levels is higher than that of the females. It is quite evident from the graph that higher the level of education, the lesser the number of female population. The drop is seen clearly between the primary level and the middle level. (Chandramouli, 2011)



Computed from: (Office of the Registrar General & Census Commissioner, 2017)

The percentage of women opting for technical courses or professional courses stands at 40%. While the percentage of males for the same set of courses is 60% which is quite appreciable.

On the brighter side, the census provides for a positive indication of growth in female literacy rates (11.8%) which is substantially faster than the male literacy rates (6.9%) in the 2001–2011 decadal periods. This means the gender gap appears to be narrowing with a focus more on quality education. The improvement in the gender literacy rates can be premised upon the meaning of education that women hold for themselves. For women, education is a means of empowerment, developing their personalities, increasing their capacity to influence social change. From their traditional role of a family caretaker, a shift is seen towards increase in women's participation in economic activities. However, even in today's time, women are subjected to social bindings of marriage, dowry and neglect. These have interface with the lack of political will to implement the policies and educational programmes in a qualitative manner. (Jyothsna, 2016)

Other social groups that are highly marginalized are the Scheduled Castes and Scheduled Tribes. The STs are geographically, socially, politically and economically marginalized. When the term marginalized is applied in these terms it refers to the people living on the margins of the society. Geographically, marginalization refers to *"being located at, or constituting a margin, border, or an edge"*. Geographical marginalization thus designates a position or location spatially or geometrically. Further, economic marginalization refers to *"enterprises that produce goods at a rate that barely covers production costs and commodities thus manufactured and sold"* It means that goods and services are produced and sold at the margin of profitability. Thus, the concept is understood by the difference between the profit and loss which is generated out of the economic activity undertaken by the social group. Politically, a group can be marginalized by *"designating a constituency in which elections tend to be won by a small margin and may therefore be likely to change hands"*. The Social Definition of Marginalization is *"having contact with two or more cultural groups but not fully accepted in any one of them."* (Pelc, 2017)

The Scheduled Castes and Scheduled Tribes face marginalization at multiple levels of society combining the geographical, social, political and economic aspects. They have been exploited since the British time in the name of development and increasing revenues of the state. The marginalization from historic times has led the tribes to be unaware of formal education systems. Despite special initiatives of teaching in vernacular languages and establishment of ashrams, the tribes lag behind in literacy attainment. Moreover, the process of inclusion of tribes has not been systematic in nature which has led to them feeling strangers in the community. The new environment and the alienated ways of living make it difficult for the tribal children to acclimatize in the school premises. The Debhar Committee report also highlighted the gap, which included children being involved in labor so as to supplement the family incomes and also that the reports provided by different states were not consonant to each other at any level. (Bosu, 2016)

According to the Census Data 2011, the literacy level for the scheduled castes

is quite low. It is to be noted that only 31% of the scheduled castes attain primary education and then move forward towards middle and secondary education. During the course of the three levels of school education, the percentage drops as one moves to a higher level. Hardly, 7% of the total population of the Scheduled castes completes their Class 10th. Moreover, the statistics show that only 3% of their population goes for graduation and above. The statistics thus, display the poor educational levels of the Scheduled Castes in our country despite reservation policies.

<b>SC Literacy</b>	
<b>Educational Qualification</b>	<b>% Persons</b>
Illiterate	44
Primary	31
Middle	11
Matric / Secondary	7
Senior Secondary	4
Graduate & above	3
Others (Professional/Technical)	1

Computed from: (Office of the Registrar General & Census Commissioner, 2017)

Further, the literacy levels for the scheduled tribes are also indicative of a low educational attainment of their population. Only 31% of the population attains primary education and only 9% goes in for Middle Level education. The percentage of population achieving secondary and senior secondary education is at a dismal 4% and 3% respectively. The percentage continues to fall as one goes higher up in the level of education. It is also observed that out of the total population of scheduled tribes, those acquiring qualification in other technical and professional courses is 2%.

<b>ST Literacy</b>	
<b>Educational Level</b>	<b>%Persons</b>
Illiterate	50
Primary	31
Middle	9
Matric / Secondary	4
Senior Secondary	3
Graduate & above	0
Others (Professional/Technical)	2

Computed from: (Office of the Registrar General & Census Commissioner, 2011)

The third social group which has been marginalized due to societal perceptions is Persons with Disabilities (PwD). The differently abled population often faces the concern of accessibility in terms of infrastructure facilities, implementation of laws

and policies and lack of reliable data. Moreover, the social stigmas attached to persons with disability image them as being a burden to the society.

The parents as well as the child face labeling, discrimination and ignorance with blame on the karma of past life. Thus, parents of children with disability go through a cycle of shock, grief and acceptance on birth of the child. This is a persistent factor due to lack of proper counseling services. The teachers being not adequately trained as special educators result in the child having little support in overall academic development. The negative attitude percolates to the larger government setup where there is lack of coordination between the departments, leading to frustration and hopelessness among the parents. Thus, the fragmented approach towards formation and implementation of policy guidelines is a major concern while imparting education to persons with disability. (Limaye, 2016)

This phenomenon has been reflected in the Census 2011 data for PwDs. The statistical data for education levels for persons with disability reveals that the number of PwDs acquiring education is very low. Only 25% of the differently abled are achieving primary education followed by 10% achieving Middle level education. However, the data shows an increase in percentage of PwDs acquiring Secondary education which is 13%. This is quite surprising as the percentage of PwDs achieving secondary education is more than that of Middle Education. Only 5% of the PwD population has qualification of graduation level and above.

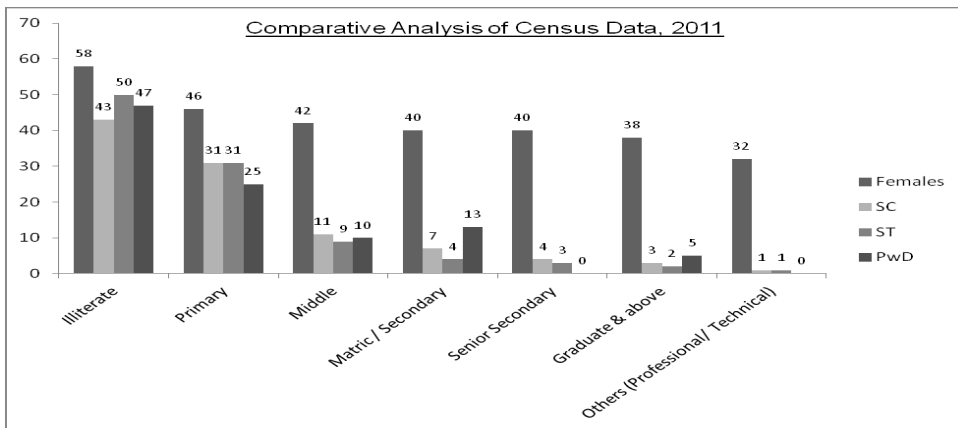
PwD Literacy	
Educational Level	%Persons
Illiterate	47
Primary	25
Middle	10
Matric / Secondary	13
Senior Secondary	0
Graduate & above	5
Others (Professional/Technical)	0

Computed From: (Office of the Registrar General & Census Commissioner, 2011)

It is also observed that variations in literacy rates depend on the type of disability. The literacy rates for Persons with Mental Retardation (4%) and Mental Illness are 4% and 2% respectively which is the lowest among all types of disabilities. Those having locomotor's disability have a higher literacy rate which is at 22%. Followed by locomotor's disability, the Hearing Impaired and the Visually Impaired have an appreciable literacy rate at 20% and 18% respectively. However, persons with multiple disabilities again have a dismal literacy rate of just 5%.

Literacy Levels among Types of Disability	
Type of Disability	Literacy levels (%)
In Seeing	18
In Hearing	20
In Speech	8
In Movement	22
Mental Retardation	4
Mental Illness	2
Any Other	20
Multiple disability	5

Computed From: (Office of the Registrar General & Census Commissioner, 2011)



Computed From: (Office of the Registrar General & Census Commissioner, 2011),

The marginalized sections of the society include women, scheduled castes, scheduled tribes and persons with disability. Due to the discrimination and subjugation they have faced since time immemorial, they have not been able to develop in consonance with the mainstream society. It is seen that in comparison to the mainstream society, these sections of the society have not received the services which are basic in nature. However, within the marginalized, it is seen that women have achieved basic educational levels while persons with disability face difficulty in receiving primary education.

Around 46% of the women achieve primary education with the trend continuing in the middle and secondary education. Though a drop is seen as one proceeds to a higher level of education, women have comparatively better levels of education in comparison to their male counterparts.

However, the status of women is often determined by the double discrimination faced by them at all levels of society. This can be seen from the lens of Intersectionalism which refers to the study of the intersections between different groups of minority. Thus, women, if differently abled, face discrimination based on gender as well as their disability. This adds up to the already low educational attainment of Persons with Disability. The low educational attainment of Persons with Disability has premise in the fact that only 25% of the differently abled complete their primary education. However, the data shows a fall in middle education but again a rise in secondary education bringing the statistics at par. The data for the persons with disability is quite inconsistent in terms of maintaining continuity across education levels as well as data availability. However, it cannot be denied that women with disability face major socio-psychological problems restricting them to home-based activities. Due to the dependency on caretakers, women with disability are restricted to the private sphere which seriously impedes their active participation and presence in the society. (Dutta, 2015)

The lack of participation and involvement of the Scheduled Castes and Scheduled Tribes has resulted in low literacy level of the SCs and STs. This can also be coupled with the discrimination faced by them on the basis of social hierarchy in the society. It is interesting to note that the primary education attainment for both scheduled castes and scheduled tribes is 31%. However, moving on to middle education the scheduled castes and scheduled tribes are at 11% and 9% respectively. Only 7% of the scheduled castes and 4% of the scheduled tribes moves towards secondary education. Moreover, attainment of senior secondary education for scheduled castes is at 4% whereas for scheduled tribes it is 3%. The educational qualification above graduation for both these marginalized groups continues to fall. This can be attributed to the prevalence of double discrimination when the individual is a female and also belongs to any of these categories.

The sharp variation is seen between the percentage of women attaining primary education in comparison to the SCs, STs and PwDs. 46% of women achieve primary education while the education rates for SCs, STs and PwDs stand at 31%, 31% and 25% respectively. This trend continues up to senior secondary education where though the gap between women and rest of categories reduces, but the difference remains immense. While looking at higher levels of education such as above graduation, the difference increases drastically with women at 38% while the other marginalized groups staggering at single digit percentages.

The widespread disparity among the marginalized groups availing education extends to access to job opportunities and public amenities.

## **Education in India**

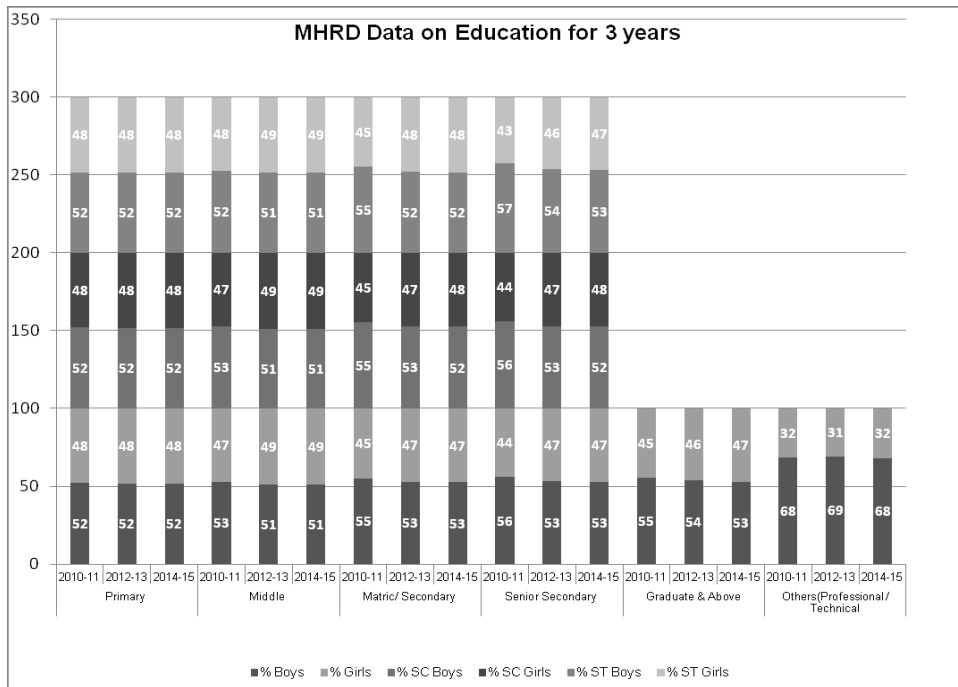
Education is seen as a tool for increasing the chances of well-being for an



individual. According to the capability approach by Amartya Sen, economic prosperity is not the only means for enriching the lives of people. Simply enhancing the economic opulence would not always result in pursuit of the really valuable needs.

The capability approach thus views the quality of human life in greater complexity. It relates to the ways of doing and functioning of an individual that contributes to the quality of life of the person. This can be related to the concept of development as freedom which aims towards the removal of poverty as well as the tyranny faced by the marginalized. This freedom is in the form of economic, political, social opportunities and availability of social security. Accordingly, Sen considers education to be intricately connected to development as it is a medium for making the individuals aware of the world they live in, providing them employment which enhances their livelihood opportunities. Sen thus, emphasizes on the intricate connectedness between education and development.(Sen, 1999)

The data of MHRD enables to bring about interpretations on the interconnectedness of education and development. The data of Ministry of Human Resource and Development was taken for 3 years, that is, 2010-11, 2012-13, and 2014-15. The data consisted of statistics of educational attainment by women, scheduled castes and the scheduled tribes.



Computed From: (Educational Statistics at a Glance, 2012) , (Educational Statistics at a Glance, 2014), (Educational Statistics at a Glance, 2016)

It is observed that there is a gap between the educational attainments of men and women from the very basic levels up to graduation. However, the gap widens extremely when it comes to other professional and technical courses where boys outnumber the girls. A distinct observation is that the percentage of girls going in for courses above graduation level is less than that of the boys.

When each educational level is analyzed year-wise, consistency is seen from primary up to graduation reflecting low drop-out rates among the girls. However, when seen at a glance, there is an inconsistency in data where the literacy percentage increases when moving from a lower level to the higher. In 2012-13, the percentage of girls increases from 48% in the primary level to 49% in the middle level and then drops to 47% at matric level. Such discrepancies were found at many places in the data.

The other marginalized groups of the society are the scheduled castes and scheduled tribes. In both these groups, the enrollment of girls is less than the boys at all levels of education. Moreover, the educational statistics show that boys getting primary education are at 52% across all three years for the scheduled castes. The same trend is seen among the scheduled tribes where 52% of the boys and 48% of the girls attain primary to senior secondary education level.

However, a striking observation is seen in the data for 2010-11 for Scheduled Tribes boys where percentage of those attaining education increases in the same year. In 2010-11, those attaining primary education is 52%, middle is 52%, secondary education is 55% and senior secondary is 57%.

Moreover, for both scheduled castes and scheduled tribes, the education attainment of boys has been always higher than the girls' right from the beginning.

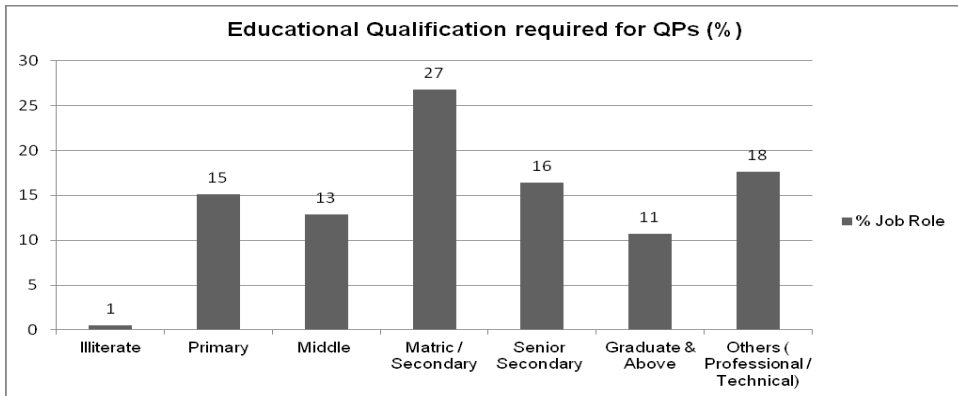
When the three groups, that is, Women, Scheduled Castes and Scheduled Tribes are analyzed together, it is clear that the Scheduled Castes and Scheduled Tribes have lower educational attainment than Women. However, among Scheduled Castes and Scheduled Tribes, educational attainment of women has been low. Moreover, despite the reservation policies and other educational provisions, the enrollment in higher education is extremely low for all the categories.

The observations from the MHRD data can be attributed to the pertaining social, cultural, economic and political dynamics of the country.

### **Skill Development Courses and Educational Qualification**

The National Skill Development initiative is a complex whole of the Qualification Packs based on the National Occupational Standards (NOS). These are standards of performance, knowledge and understanding when carrying out a particular activity

at the workplace. Each of the job roles has the main NOS highlighting the main function followed by other sub-roles. The NOS are driven by the Qualification Packs (QPs) which are aligned to the job role in each industry sector. These are instruction guidelines for creation of curriculum, assessments and proficiency levels expected. The QPs and NOS are created by the Sector Skill Councils. (QP and NOS, 2015)



Computed From: (National Occupational Standards, Model Curriculum and Content, 2017)

National Skill Development Corporation (NSDC) has facilitated for standardization of the skill development courses / job roles/ QPs along with Sector Skill Councils (SSC) driven by industries. There are around 2200 job roles/ QPs under 40 sectors. Each course/ QP has requirement of entry level educational qualification. Through entry qualification is preferable but is requirement for the candidates to acquire the skill better. The data shows that less than 1% job roles require no educational qualification. However, 15% requiring primary education (Class I- V) as minimum eligibility criteria and 13% requiring middle education (VI-IX), whereas 27% of the courses require secondary education (Class X pass or fail) qualification, 16% needs minimum education of Class 12<sup>th</sup>, that is, senior secondary education. Further, only 11% of the job roles require qualification above graduation and above, 18% job roles require degrees in a professional or technical course. The emphasis of skill development courses are more practical knowledge than the theoretical knowledge. The skill mission with an aim of increasing employability has designed the course curriculum in a way whereby individuals during training get theoretical knowledge as well as hands-on experience about the job role.

The data shows that only less than 1 percent of courses are available for illiterate community of over 28 percent of India's population. Most of the illiterate community includes SC, ST, PwD and Women, those were unfortunately deprived from quality education and had to leave their education. They have been doubly marginalized earlier from school education and now from skill training for better employment opportunity.

## Challenges due to Illiteracy

The challenges faced due to illiteracy in India are a cyclic process. The low literacy rates in the current scenario depict a lack of professional development and a high rate of poverty in the future. Thus, inter-generational illiteracy becomes dangerous for a growing economy as being uneducated becomes a social norm in the family. Moreover, despite being literate, individuals are not able to compute or read and write adequately. Thus, these literacy levels cannot be considered as educational attainments. It is also to note that by being illiterate, the general population is not able to take part in the economic and political discourse of the country. With inadequate educational facilities, traditionalism has over-powered the importance of literacy. This results in lower involvement in community and civic participation. (NPTEL, 2013)

1. Inadequate Trained Staff: Majority of the schools catering to education of persons with disability do not have trained special educators. The university curriculums do not always cover the aspects of special education in their teacher training programs. Thus, teachers fail to adequately work in integrated settings.
2. Inadequate Resources: The schools and colleges are not well-equipped in infrastructure especially for the needs of persons with disability. The lack of friendly transport and inaccessible infrastructure reinforces the prejudice and negativity towards persons with disability to be a separate marginalized entity.
3. Language Barrier: Majority of the educational institutions do not know the indigenous language of the scheduled tribes. This creates a communication gap between the teaching as well as the mainstreaming efforts by the society.
4. Cultural Shock: The scheduled tribes and the scheduled castes when entering into urban areas are required to leave their indigenous practices and are compelled to adopt the urban "way of living". Thus, integration of these sections leads to a loss in their economic and cultural base.
5. High Drop-out Rates: Early marriage, economic incapacities and other social and cultural reasons lead to high drop-out rates especially among girls. With low educational achievements, the individuals are not qualified for high paying employments.

(UNESCO, Education for All : Literacy for Life, 2006)

Another facet of illiteracy, which is often not taken into consideration, is the impact on health and well-being of an individual. When illiterate, individuals lack an understanding of the workplace and thus, rate of accidents increase. With lack of understanding of medications, there are high chances of misreading the information about intake, dosage and precautions of consuming medicines, leading to further complications. Thus, the greatest challenge of illiteracy is that a person's ability to

engage in critical thinking reduces drastically and this may hamper the holistic understanding of both, the public and private spheres of living.

### **Problems being faced due to Illiteracy**

Illiteracy and poor education have, in today's time, become major social problems. The cost of being illiterate is seen to affect all dimensions of an individual. Socially, the person does not get to live a basic standard of living and lacks quality in terms of a healthy interactive social circle. Hence, people who are illiterate indulge in undignified social behaviors which lead them to live in isolation further leading to psychological impairment. Moreover, with poor literacy levels, the individual does not indulge in work that is dignified and the work done by them is either poorly paid or goes unpaid. Being illiterate also leads to physical segregation from the intellectual and learned groups, hampering the growth of the mind in a positive direction.

Illiteracy does not only hamper the individual growth but also affects the overall development of a geographical area. The large scale impacts of illiteracy are elaborated below:

- Hindrance in Economic and Social Progress: Education provides an individual with the power to explore new opportunities and pursue their interests. Those who are educated and have expertise, make better decisions which benefit the individual and the growth of the nation simultaneously. Thus, illiteracy on a large scale is hampering the development of the country.
- Poverty: Education empowers the individual with knowledge of skills which can further be applied for employment. A person who does not attend school faces problems in finding a job. The essence of gainful employment is missing as the individual is not well-trained. Without a reasonable source of income, taking care of the family proves to be a burden.
- Child Marriage: A problem that India has been facing since time immemorial. Parents fail to recognize the benefits of education especially for a girl child who is forced into marriage. Early marriage creates a burden not only for the girl but also the family who is more pre-occupied in raising money for dowry payment rather than education.
- Social Crimes: Education enables to cultivate some civic sense and develop behavioral patterns that are socially accepted. Illiteracy is leading to people engaging in unlawful acts in the society due to lack of employment. (Victor, 2016)
- Expansion of the Informal Sector: According to economic theories, wage is often considered a function of age and years of schooling an individual has had. It extends to technical qualifications, vocational training and the social category. With low literacy levels, especially of the marginalized groups, there is increase in wage employment in the informal sectors resulting in neither social nor economic security. This phenomenon is typical of the

manufacturing sector where the wage structure is embedded in the lack of occupational mobility and inadequate on-job training both of which are essential for human capital formation. (UNESCO, Education for All : Global Monitoring Report, 2006)

## **Inclusion of Low Literate Community in Skill Development**

### **1. Vocationalisation of Education**

Vocationalisation of Education requires certain changes in the institutional arrangements wherein the structure would consist of formal schooling as well as post-school programmes of technical and vocational education. Formal schooling would include academic education for children up to the middle level of education.

Technical and vocational education would appear at the secondary and senior secondary levels which could be in the following forms:

- (i) Vocational courses offered within the general stream of secondary or higher secondary education
- (ii) A single comprehensive upper secondary school offering more than one general education stream along with several vocational streams.
- (iii) Separate vocational and technical schools may run alongside the general secondary school after nine years of being educated. (Bhola, 1995)

Vocational Training thus, involves Pre-Vocational Training as well as Continuing Vocational Education. **Pre-Vocational Training** refers to “training arranged primarily to acquaint young people with materials, tools and standards relating to a range of occupations, thereby, preparing them to choose an occupational field or line of training”. **Continuing Vocational Education** means “educational training aimed at helping individuals to improve and update their knowledge and skills as well as acquire new skills for a career move and professional development.”

Keeping in mind the changing requirements of the technologies and industries, the vocational courses should be demand-driven and need-based. In order to keep pace with the changing technology, the syllabi of vocational subjects should be updated on a regular basis. (Mujumdar, 2012)

### **2. Functional Literacy Module**

The concept of Functional literacy emerged in the 1960-70s where the emphasis was on the impact that literacy had on socio-economic development. At that time, the assumption was that literacy should be taught as a universal set of skills which are employment oriented. It aimed towards moving the community from their “local” positions towards fuller participation in economic, social and political spheres.

The operational definition of Functional Literacy states “*a person is functionally literate when he has acquired the knowledge and skills in reading, writing and calculating which enables him to engage effectively in all those activities in which literacy is normally required for development of self and the community’s development.*”

Functional Literacy is a step towards development that emerged in the Third World countries where literacy was integrated with income generation. It also required the discourse of the curriculum being based on non-economic skills. Thus, two streams of teaching were taught including literacy and economic skills. This involved content which was intersecting and converging on topics related to health, population, childcare, safety, food preservation, social forestry, environment, etc. (Bhola, 1995)

In India, the concept of functional literacy is gaining primacy due to the low literacy levels and the high drop-out rates. According to Census 2011, about 26% of the total population is illiterate. Though this number reduced from the previous Census of 2001, people continue to face difficulty in accessing schooling. This is especially for the marginalized groups who face double discrimination due to their long history of social and economic exploitation. Thus, functional literacy acts as a medium for literacy acquisition through experimentation and work-oriented learning.

The National Skill Development initiative, while targeting these marginalized groups, aims to adopt this module. Accordingly, the curriculums of the various job roles of different sectors aim not only towards theoretical understanding of the work area but also provide for compulsory 40 hours of training in employability and entrepreneurship skills. The employability and entrepreneurship skills curriculum mainly includes the following:

- Identify personal strengths and value systems: This includes safe work habits, achievement motivation, time management, stress management and anger management.
- Recall important tenets of digital literacy: This includes basics of computer terminology and operating both hardware and software.
- Discuss essential matters pertaining to money: It includes knowledge of operating bank accounts, managing finances and investment options.
- Illustrate basics of entrepreneurship and identify new business opportunities: This involves skills such as leadership, effective listening, business ethics, working in the ecosystem and becoming resilient entrepreneurs. (NSDC, Model Curriculum : Employability and Entrepreneurship Skills, 2017)

Thus, by following the Functional Literacy Module, the aim is towards bridging the gap between illiteracy and the skilling ecosystem. When candidates will be trained in a particular employment profile, clubbed with basic functional knowledge of workplace, there will be greater chances of employment contributing, thus towards economic growth.

### 3. Linking Skills with Cultures

Functional Literacy is often considered to be known by the name of Work-Place Literacy. However, **functional literacy** starts with literacy and then incorporates functional skills for higher productivity. **Work-place literacy** starts with a pre-occupation with productivity. Further, it moves towards literacy that focuses upon increasing productivity of the workplace rather than just the individual.

Thus, individuals in the same institutional arrangement may belong to diverse linguistic-cultural and educational backgrounds. To make the workplace literacy programme a success, there is a need to accommodate multiple levels of literacy to meet the varied needs of different worker groups. (Bhola, 1995)

Moreover, India is known for its traditionalism and the diverse culture it professes. The minority communities are famous for their traditional skills in art and craft. However, due to the competitive markets and deteriorating socio-economic conditions, this treasure is not well recognized. It is thus required that these arts should be conserved and appreciate the fact that these small-scale industries are the backbone of not only the market economy but also entrepreneurship.

To preserve this market economy the following steps are being taken by the Ministry which need reinforcement:

- (i) Research in the field of traditional arts/crafts
  - (ii) Innovations in traditional arts/crafts to match them with market demand
  - (iii) Dignity of Labor for traditional craftsmen and artisans
  - (iv) Increasing sustainability of traditional practices.
- (USTTAD-Upgrading the Skills and Training in Traditional Arts Crafts Development, 2015)

### 4. Accessible Skill Centers

India is known for its large geographical territory with a difficult terrain and varying socio-economic conditions. This makes the implementation of standardized, skill-based instructions to all social groups a challenge. This large geographical expanse consists of villages, towns, cities and districts with variations in social, cultural and economic milieu. This contributes towards widespread disparity in industrial development due to lack of accessibility to these industries as well as little skilled workforce. To address this challenge, the following steps can be taken into account:

- Focus on the informal sector to reach out to people for livelihood promotion especially through Non-Governmental Organizations locally.
- Greater interaction between industry, academia and skill providers to narrow the gap between the demand and supply of skilled manpower through creation of skill centers at the local village levels.



- Large corporate houses can engage for training programmes for youth in rural areas, towns and cities which would widen the reach of providing industrial skills and provide for immediate return to the society. (John, 2017)

## 5. Skill Development Initiative

The Ministry of Skill Development & Entrepreneurship was created in 2014 to drive the skill training initiatives and combine quality with speed. The Ministry of Skill Development has launched the Skill India Mission which focuses on mobilizing a large number of Indian youth for skill training so as to make them employable and earn a living. The institutional mechanism for implementation is a complex structure of the Ministry which acts as the functional arm. This is the implementation agency for the skill development efforts. It was established in 2009 with a motive of promoting private sector participation via innovative funding models. It also provides support to the Sector Skill Councils (SSCs). It collaborates with the Central & State Government, International Organizations, Industry, NGOs for multi-level engagements. Thus NSDC, as an implementing agency, performs three main functions namely

- (i) Funding & Incentivizing: It involves providing financial incentives to selected private sectors, part of the skill development initiative, so as to improve their financial viability. Over the time, the aim is to create strong viable business models which are sustainable and provide growth at exponential levels.
- (ii) Enabling Support Services: The support services refer to the curriculum, faculty, training, quality assurance and student placement mechanisms among others. These are further extending towards standards and accreditation systems in partnership with industry associations.
- (iii) Shaping / Creating: One of the prime aims of NSDC is to identify critical skill groups, develop models of skill development and attract potential partners from private sector to support these initiatives. Thus, it proactively provides momentum for large scale participation of stakeholders in its wide and complex ecosystem. (Pandya, 2016)

Currently, NSDC aims towards up scaling the skilling initiative exponentially. This is done through promotion of large, quality and for-profit vocational institutes. It acts as a catalyst in skill development by funding enterprises, companies and organizations as part of this initiative. By focusing on several sectors at a time, it aims towards understanding and increasing the viability of attraction towards private investment. (NSDC, About Us, 2017)

The Skill Development Initiative continues to focus on the standardization of courses so as to increase the employability scope for persons with disability. It is to create an open/flexible system allowing individuals to accumulate knowledge & skills and convert them into higher diplomas and degrees through assessment & certification. It will support lifelong learning and continuous up gradation of skills to even international standards. This would also facilitate adaption to the fast-changing skills in the labor

market. It also focuses on implementation of a standard being followed for training of the trainers so that they impart knowledge in a uniform manner.

## **6. Promotion of Self-Help Groups**

The emergence of Micro-financing in India has enhanced the potential of increment in employment opportunities especially for women in rural areas. In today's time, women self-help groups are considered to be synonymous to rural employment. Due to the low educational levels, women are engaged in domestic work and agriculture. SHGs can be a source of sustainable development for women where they can be trained and skilled in the activities they engage in so as to bring them at par with the economic market. Training Centers can be made accessible to the women so that they can engage in the skill development programme. Moreover, women would have the benefit of also being trained in non-agricultural activity which will provide a boost to their existing income levels. With enhanced training in the local economic activities followed by these SHGs, there can be an up-scaling of the skills of women leading to economic empowerment. (Sharma, 2017)

An example of the education initiative of the government is the Jan Shikshan Sansthan (JSS) launched in 1967 which focuses on the poor, illiterates and the less-privileged. In addition to these, the major focus of the initiative is on school drop-outs. Women have a high dropout rate due to social and economic reasons. Thus, the Jan Shikshan Sansthas are unique in nature for women to enroll so as to translate their traditional skills into products that are market driven. The JSS do not only aim to provide skill training but also aim to link literacy with vocational training. The work done by them is not in isolation but is in tandem with other stakeholders in the society. The organization stands by its motto to shape its beneficiaries into self-reliant employees and entrepreneurs. (Adult Education, 2016)

## **7. Promoting Entrepreneurship Activities**

Entrepreneurship is considered to be the driving force for any growing economy. Entrepreneurs are persons who exhibit traits of being ambitious, practical, goal-oriented and creative, recognizing the opportunity of an unmet need and take the risk of achieving it. By developing on the capacities, an entrepreneur manages productivity and seeks out new markets. In India, agriculture forms the livelihood option for a large population in the rural areas rich in raw materials. However, due to harvest losses and low economic value of agriculture, rural poverty is at an all-time high. Moreover, urban areas being centralized areas of production, lead to unbalanced development, thus maintaining the cycle of poverty.

Entrepreneurship as an economic activity creates utilities and generation of employment with the establishment of enterprises related to agricultural raw material in the rural areas itself. This would not only reverse the migration process but also bring down the costs of transportation and energy.

With the advent of nuclear families and women engaged in economic activities outside the household, food processing is considered a viable option in the rural areas. Rural entrepreneurship is considered to be a means to improve the living standards of rural people. An integral part of rural entrepreneurship is women entrepreneurship which aims to free women from the under-productive tasks.

This aims at promoting micro and small-scale enterprises in which women are involved. Developing of skills, especially of women, would enable to replace the conventional vocational courses with newly emerged technological courses. (Sharma, 2017)

## **8. Conclusion**

The marginalized groups have suffered deprivation in all walks of life in general and education in particular. Despite the regulations and legal frameworks prevalent in the country, efforts to provide equal opportunity and inclusion are far from expectation. Their concerns are often overlooked and disregarded. It thus becomes important to recognize the role education plays in countering the disadvantages faced due to the social, economic and political stigmatization. Here, mainstreaming is considered to be the sole process to integrate the marginalized so as to bring them at par with society. Provision of incentives, skill development and vocational training with a focus on functionalizing education would facilitate building up of confidence of the marginalized of becoming independent and contribute towards economic growth. The illiterate community, over quarter of India's population (28 percent) representing marginalized communities like SC, ST, PwD, Women, who have been deprived off quality education and suffer from secure livelihood. Skill Development is promoted for providing livelihood. However, they are double affected as most of skill development courses need entry level education qualification. Skill Through an affirmative action, there will be an enhancement of quality of life bringing about a positive social change for these groups. Hence, functional literacy module as preparatory course for skill development program, initiating customized skill development program, accessible training delivery mechanism, income generation activities through Self-Help Groups and government schemes, would be very helpful for reducing their drudgery and supplementing their income. This will help empowerment of these marginalized communities and contribute for the development of the country.

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## **Relationship between Poverty and Health - An Analysis**

*Virendra Kumar*

Health is a basic human need of all people and health promotion forms an intrinsic part of health care. Health care is an important determinant of health means avoiding or slowing the course of a disease which is essential for a good quality of life. The determinants of health were revived after the 1986 Ottawa Charter of Health Promotions. Despite such a forceful charter the approach to health determinants remains extremely individualized and a structural orientation was missing in policy prescriptions in developing and developed countries (Raphael, 2006:651-77). However, in recent years the basic human needs are being centre in public health policy and it is now accepted that poverty, quality of life, employment, working and living conditions influence health and will have no impact on improving health status unless the larger structural issues which sustain inequality are addressed. Investment in human capital leads to healthy people who are in a better position to contribute to the growth of the economy through its employability, creativity and productivity.

India has also had a remarkable economic growth over the period, and as a result there has been a significant decline in poverty. But this economic growth and decline of income poverty have not been adequately reflected in the lives of the poor, particularly in the health; health inequities have persisted within populations, despite improvement in aggregate national health indicators. Poverty forces people to live in without decent shelter, clean water or adequate sanitation that make them ill-health and denies people access to reliable health services, affordable medicines, and routine vaccinations, which in turn leaves people vulnerable to disease or health problem. In India have one of the world's largest number of people those live below the poverty line, as well as the largest number of population suffering from malnutrition and other health problems. This has been happening since the growth in our economy has not been uniform. It has been accompanied by great regional and social inequalities with persistence of poverty.

However, the inequities in access to health services are mainly responsible due to weakening of public health services (in terms of availability, accessibility, and quality) and increasing privatization of health care services. The private sector is generally assumed to be more efficient and quality conscious. It is also assumed that private sector hospitals have highly qualified and better-trained doctors with staff possessing good technical skills. Here question arise, is private health care system really providing good quality of health care. If answer is yes, then questions come,

poor people can avail these facilities due to high cost? This question arises because there is a huge presence and significant share of the private health care delivery system in the total health care scenario in India and it is an important factor to achieve the nation's health goals. It is also important because World Health Organization (WHO) believe; quality of health care is to be safe and affordable to the society (Roemer and Montoya-Aguilar, 1988: 54)." But the high cost of inpatient treatment in the private sector raises the question of affordability and also equity. On an average, it is much higher compared to treatment in government hospitals. According to NSSO 60th round, in 2004, the average medical expenditure on account of hospitalization in rural areas was Rs. 3,238 in government hospitals and Rs 7,408 in private hospitals. The related figures for urban areas were Rs. 3,877 and 11,553, respectively (Planning Commission, 2008: 69).

Therefore, the purpose of this paper is to examine how poverty is linked to poor health and poor health how influences poverty? This paper focuses upon the role of socio-economic inequality that plays role both in creating poverty and weakening of the health system in India. It may be noted that there is a huge gap between policy and practice. Therefore, those people who live in poverty need specific attention devoted to health care.

### **Poverty: Definition and Concept**

How can be conceptualizing poverty is a difficult issue because there is no single and correct definition. However, any definition has to be understood in relation to particular context. The World Bank defines poverty as "the inability to attain a minimal standard of living" (World Bank, 1990:26). However, UNDP defines poverty as multi-dimensional involving three perspectives: (1) Income perspective- "A person is poor, if and only if, her income level is below the defined poverty line" (UNDP, 1997: 16). (2) Basic needs perspective- "Poverty is deprivation of material requirements for minimally acceptable fulfilment of human needs, including food, health, education and essential services, employment and participation" (UNDP, 1997: 16). (3) Capability perspective- "Poverty represents the absence of some basic capabilities to function. The functioning's relevant to this analysis can vary from physical ones (being well-nourished, adequately clothed and sheltered, avoiding preventable morbidity) to more complex social achievements such as partaking in the life of the community" (UNDP, 1997: 16).

Above definitions show that poverty is essentially the non fulfillment of certain basic needs and the threshold of such needs consists of being able to meet minimum nutritional, clothing and shelter requirements, escape avoidable morbidity, and be literate. However, most of the poverty discussions in India are based on nutritional norm. In this sense, poverty is pegged to a nutritional norm. It is based on the view that it is possible to have a nutritional norm such that the probability of a person being undernourished at that nutritional is minimum. In this norm apply the known nutritional contents of different foods and work out the expenditure required. This is



calling a poverty line by the economists. Poverty estimates in India are based on surveys on consumer expenditure conducted by the National Sample Survey Organization (NSSO). This concept of poverty is based on absolute norms for living (measured in terms of consumption expenditure) laid down to specify minimum standard and all such people whose consumption expenditure is found to be below this standard are classified as poor. This concept is directly related to the minimum level of consumption.

### **Health: Definition and Concept**

The Ottawa Charter for Health Promotion (WHO, 1986) identifies prerequisites for health as shelter, education, food, income, ecosystem, social justice and equity. World Health Organisation (WHO) defines health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (WHO, 1986). All the country in the world including India follows the above definition in concern of health.

### **Poverty in India**

The Headcount Index used to measure poverty, which indicates the percentage of a population that lives below the poverty line. The Head count ratio (HCR) is the proportion of a population that exists, or lives, below the poverty line. The Poverty headcount ratio at national poverty line (percentage of population) in India was last reported at 21.9% in 2011-12 by Planning Commission of India. The World Bank has set this line at per day incomes/per household below US\$1.25 per day. Since the 1980s India has demonstrated a significant improvement within this Index. Between 1981 and 2005 the percentage of people living below the poverty line dropped from 59.8 percent to 41.6 percent. If the poverty line is set at US\$2, the percentage of the population below poverty line will drastically reduce but the percentage based on these criteria of US \$ 2 has decreased a little from 86.6 percent to 75.6 percent (Ravallion, 2009: 31). Poverty has declined, but income disparity has increased in India. India's Gini coefficient increased from 31 in 1990 to 37 in 2007, which shows increase in income disparity within a relatively short period of time (UNDP, 2009). One study cited in Banerjee (2008) opines that most states in India particular concern of food are extremely poor. A study by Patnaik (2007) cited in Ghosh (2010) point to declining per capita calorie consumption, not only among the entire population, but also among the bottom quartiles, for which consumption was already very inadequate by international standards.

### **Major Health Concerns in India**

The country's progress is measured by the quality of human development which indicates the progress made in the areas of long and healthy life, knowledge and a decent standard of living of each individual. These indicators are measured in the

report of Human Development Index by United Nations Development Programme. Though, India is improving in many of the areas, but as per Global 2016 Human Development Report it has been placed at 131 out of 187 countries (HDR, 2016). In term of long and healthy life India's performance is also not good. As per Global Healthcare 2015 report by World Health Organization; India's healthcare system has been placed 154 out of 195 countries. At the same time among the neighbors country India lags behind Sri Lanka and China who placed 73 and 82 respectively. In some broad measures of health outcomes, the India's performance also has been not improving. Anaemia is a good indicator of nutritional deprivation but it is reported that among 12-23 months aged children 79.2 per cent and 56.2 per cent of married women between 15 and 59 years were found to be anemic (Ghosh, 2010:18). The proportion of under-weight children below 3 year declined from 43% in 1998-99 to 40% in 2005-06 (MDGs India, 2015:5-6). The proportion of underweight children below the age of five years in 2005-06 is 45.6 per cent in rural India and 32.7 per cent in urban India which indicates still more than one-third of the rural population is underweight. Despite a decline, chilled and maternal malnutrition remains the single largest risk factor, contributing to 15 per cent of the disease burden in 2016 (Reddy, 2017:15). Maternal neonatal and nutritional diseases contributed to 61 per cent of India's disease burden in 1990. This dropped to 33 per cent in 2016. But the share of non-communicable diseases in the disease burden increased from 30 per cent in 1990 to 55 per cent in 2016 (Reddy, 2017:15). The under- five year mortality rate in India for the year 2010, stands at 59 and it varies from 66 in rural areas to 38 in Urban areas. The Maternal Mortality Rate status at all India level was at 167 in 2011-13. While the medical assistance at birth is critical maternal and child care indicator and linked to child Survival but Government of India and UNICEF surveys (2009) shows that only 76.2% percentage of births were attended by skilled health personnel in 2009. Although, according to Sample Registration System (SRS) 2013, shows that, the percentage of live births attended by skilled health personnel (Government hospitals, Private hospital, qualified professional) was 87.1% in 2013 (MDGs India, 2015:7). As per Sample Registration System (SRS) 2013, the Infant Mortality Rate was at 40 per 1,000 live births. While immunization of children primarily attributed for improvement child survival in the 1980s. But still the proportion of one year old children immunized against measles only at 74% in 2009 (MDGs India, 2015:7). In 2005-06 only 58 per cent of urban children and 39 per cent of rural children had received all the necessary vaccinations, which was almost the same as in previous years 1997-1998. The improvement in the under-five mortality rate is slow in India and it accounts for about one-fifth of the global under-five mortality rate (You et al., 2009).

Whereas, inadequate and the lack of clean water are an acute deprivation and cause of ill-health for poor people. But according to government of India during 2012, at all India level, 87.8% households had access to improved source of drinking water while 86.9% households in rural and 90.1% households in urban area had access to improved source of drinking water. Sanitation problems are acute in rural areas; it's causing all types of diseases and affecting the people but the NSS 2012 shows that

59.4% and 8.8% households in rural India and urban India respectively had no access to sanitation (MDGs India, 2015:9).

### **Health Care Pictures in India: Utilization of Preventive and Curative Services**

The health care pictures in India are very poor in term of both quantitatively and qualitatively. As per available data, urban areas have only 4.48 hospitals, 6.16 dispensaries and 308 beds per one lakh of urban population and these figures are far from adequate by any acceptable standard but seem to be much better than the corresponding figures for rural areas. For the rural areas the situation is much worse with 0.77 hospitals, 1.37 dispensaries, 3.2 PHCs and just 44 beds per one lakh of (rural) population (Duggal, 2002). The progress in health sector after Independence has been slowing down in many respects. For instance, number of beds per lakh of population, which had increased from 32 in 1951 to 83 in 1982, was only 93 in 1998. Similarly the number of doctors per lakh of population increased from 17 in 1951 to 47 in 1991, but stood at 52 in 1998. While the systems of medical care in India is one of the most privatized systems anywhere in the world. In 1997, an estimated 68 % of the hospitals, 56 % of dispensaries, 37 % of beds and 75 % of the allopathic doctors were in the private sector (Duggal, 2002).

A consequence of shifting in approach towards filling up the existing gaps in health sectors has been emerging the process of privatization and deregulation of the health sector, that had become evident in the 1980s, got accelerated significantly during the 1990s. The Government of India offers many benefits such as subsidized or free land, low-interest loans, and reduced import duties and tax concessions for medical research to corporate hospitals (Chakraborty, 2003). The National Health Policy, 2002, seeks to increase the coverage of health services by encouraging private investments (MoHFW, 2002). The government policies with a weak government's health care delivery system and poor quality of care were a major contributing factor to the growth of the private health care system. Therefore, health care has emerged as an industry. Local and multinational companies have come forward to set up super-specialty hospitals in urban areas.

The private health care system in India has grown vastly over the years and is well established and flourishing. While at the time of Independence, the private health sector accounted for only 5 to 10 per cent of total patient care. In the 1990s, a number of corporate hospitals sprung up on land allotted to them by the Central and State Government in prime urban locations, in exchange for their promise to provide a reasonable proportion of their services free to the poor (Baru, 1999). The National Rural Health Mission (NRHM) envisages the participation of the private sector to ensure that the states make full use of the health care providers available in remote areas, and to also encourage better utilization of publicly owned health facilities (MoHFW, 2005: 79). However, there is increasing evidence of non-fulfillment of such promises by major private hospitals, and yet such policies have been pursued

vigorously. In 2004, the share of private sector in total hospitalized treatment was estimated at 58.3 per cent in rural areas and 61.8 per cent in urban areas. In the case of non hospitalized treatment, government sources account for only 22 per cent in rural areas and 19 per cent in urban areas (Planning Commission, 2008: 68-69). National Family Health Survey (NFHS) III data also confirms that 70 per cent households in urban and 63 per cent households in rural areas primary source of health care is the private medical sector. Private Doctors and clinics are the main source of care in the private sector, catering to 46 per cent of the urban and 36 per cent of the rural households (IIPS and Macro International, 2007: 436). Narayana (2003) argues that in Andhra Pradesh, the private sector has outgrown the public sector through the direct and indirect support of the state government. Private hospitals are replacing rather than complementing public hospitals by weaning away resources from government hospitals. For instance, under the Rajiv Gandhi Arogyasri scheme implemented by the Andhra Pradesh government, about Rs. 800 crore went to private hospitals; and each of the 768 private obstetricians who participated in the Chiranjivi scheme of the Gujarat government earned on an average Rs. 10 lakh (CII and HOSMAC, 2011: 36-39).

However, health care services in India are expanding but the poor are still either forced to avail overcrowded and poor public facilities. India has not concrete vision about public health for poor people. There has been no systematic planning and practices for sustained health care in rural India. As Dasgupta (2005) argue, "in India there is strong capacity for dealing with (disease) outbreaks when they occur, but not to prevent them from occurring." This existing situation in rural areas is not good in terms of preventive health care as the curative services are mostly located in urban areas where super specialties hospitals are situated. Curative care facilities are almost not available in rural areas and who live with poverty can't access such super specialties hospitals due to high cost. It is entirely connected with the diverting public funds in big urban hospitals and away from effective and widespread health services in the rural areas. India still not moved into the impressive basic public health coverage systems in rural areas.

Apart from funding and expenditures, many other constraints have in utilization of preventive and curative services such as infrastructural, human resource, and drug supplies in the public health. The behavior of public health personnel in terms of interactive quality is also of serious concern that influences poor people. For instance, Dana Majhi, a poor tribal man had taken his wife Amangdei to the Kalahandi district hospital for treatment of tuberculosis, where Amangdei died. But the hospital could not arrange an ambulance to transport her body back to the village. Finally, Majhi carried her corpse on his shoulder for 16 kilometers. While in February 2016; the State had started the Mahaprayana scheme to move corpses for free. However, the Chief Medical Officer of the district gave a clean chit to the hospital and blamed Majhi for the incident (Indian Express, August, 25, 2016). Other incidents happened in one of the government hospital in Ranchi where Palmati Devi was served food on

the floor. She was initially denied food as she did not have utensils. On her insistence, she was served food on the floor (Huffington Post, September, 23, 2017). One another incident happened on May 2, at Etawah in Uttar Pradesh where a labourer was forced to carry the body of his 15 year old son on his shoulders as no government mortuary van could be arranged (Indian Express, September 2, 2017). All these incidents are not only simple outcomes of medical negligence; it exhibit interactive quality of health personnel towards poor people in public health sector. It also shows about the responsiveness of our health care system, or the lack of it. The patients are reduced to mere cases, rather than being treated as human beings entitled to basic medical care and facilities.

These institutional weaknesses in public health services get reflected everywhere in the utilization of health care. But the inequities are sharp with respect to urban-rural and between the most deprived social groups and wealth quintiles. These inequities can be seen by the availability, and more importantly, by the accessibility and quality of services provided. The studies of Rani et al. (2007) have revealed that the quality of preventive services is a complex outcome between the availability of personnel, supplies, clinical competence, and behavior of health providers.

### **How Poverty linked to health**

The prerequisites for health are food, shelter, ecosystem, income, and social justice; which are closely associated with living conditions. Poverty can affect the prerequisites for health, such as shelter, food, and warmth. It is a key factor underlying whether these determinants of health can be attained. Health differences were seen in the incidence of illness, well-being, and educational achievement. In fact, poor people showed higher incidences of any health-related problem, however defined. From time immemorial it is known that poor social status is a major determinant of disease and reduces longevity. In the Indian context the Charaka Samhita recognized that community structure and functioning was an important cause of disease in an individual. The association of individual illness causing community disturbances and poverty and vice versa was noted (Valiathan, 2003). When the level of analysis is shifted to the societal level from the individual, the poverty and health relationship can be considered in terms of societal structures and public policy rather than as problems of individual health status and coping. Studies by Shaw, Dorling, Gordon, & Davey Smith (1999) defined the parameters of how poverty influences health. The studies explicate socio-economic differences in health in terms of how "the social structure is characterized by a finely graded scale of advantage and disadvantage, with individuals differing in terms of the length and level of their exposure to a particular factor and in terms of the number of factors to which they are exposed" (Shaw, Dorling, Gordon, & Davey Smith, 1999:102). Further these studies suggest "Poverty can be reduced by only raising the standards of living of poor people through increasing their incomes and simultaneous would reduce inequalities in health" (Ibid, 1999:169).

Poverty can create stress and anxiety which can damage people's health; and peoples' choices against desirable changes in behavior (Benzeval, Judge, & Whitehead, 1995: xxi). People those who live with poverty are likely to suffer most from stress, with economic deprivation being a likely cause. This argument have also been linked to health and behavior outcomes, whereby it is argued that poverty leads to families experiencing stress, with fewer resources with less social support and so on to help cope with these stress. The impact of such stress may lead directly to poorer physical health outcomes or emotional and behavioral outcomes (Herd et al., 2007). Poverty cannot be defined only in terms of having enough material resources to merely survive, but rather having enough resources to participate in society in a meaningful way. As Peter Townsend opines, "People are deprived if they cannot obtain sufficiently, the conditions of life that is the diets, amenities, standards and services; which allow them to play the roles, participate in the relationships and follow the customary behavior which is expected of them by virtue of their membership in society. If they lack or are denied the incomes, or more exactly the resources, including income and assets or goods in kind, to obtain access to these conditions of life they can be defined to be in poverty" (Townsend, 1993:36). People with low incomes may be more likely to adopt behaviors with a negative impact on health such as smoking and high alcohol consumption (Adler and Stewart, 2010; Cerdá et al., 2011). Income is usually found to be associated with health, whether a higher income causes a decrease in the risk of poor health (Kawachi et al., 2010). Income and its consumption may act as markers of status and through comparison with others in society people can feel inferior to those regard as having higher status. It is argued that such feelings of inferiority due to status may lead to stress and hence poor health (Wilkinson and Pickett, 2007). Further, any association between income and health may be due to other confounding factors that are related to both income and health. For instance, income is associated with education, which itself may be an important correlate of health. Failure to account for differences in education across the income scale may then overstate the income-health relationship.

However, the well-off in economically unequal have also greater rates of health problems than the well-off in relatively equal societies. This argument has been published in the British Medical Journal, "What matters in determining mortality and health in a society is less than the overall wealth of that society and more how evenly wealth is distributed. The more equally wealth is distributed the better the health of that society" (British Medical Journal, 1996:312). The societies that are economically unequal have higher levels of health problems because societies with greater economic inequality begin to disintegrate and in last decreased social cohesion and increased individual malaise that are precursors of increased illness. Kawachi and Kennedy (1997) also believe that economic inequality contributes to the deteriorating of the degree of social cohesion or people's commitment to society. Furthermore, Suhrcke and Stuckler, (2012) argue, there may be an inequalities impact on health because recessions may impact lower socio-economic groups the most (Suhrcke and Stuckler, 2012). Studies by Townsend, Davidson, & Whitehead (1992)

suggested how those in the lowest employment groups showed suffering from a wide range of diseases at every stage of the life. It is argued that more equality may have benefits for the health in society and thus reduce health inequalities by reducing social comparisons of status and increasing overall social cohesion (Wilkinson and Pickett, 2010). Equality is also concerned within healthcare systems that there is still inequality of access, provision and outcomes by socio-economic group for those with the same level of need; the best off possibly benefiting more (Dixon et al., 2007). Further, these studies suggest that the most consistent evidence of inequity is found in specialist healthcare (Ibid, 2007). Therefore, health is strongly determined by socio-economic position and it has been known that access to healthcare can be reduced for some people with lower socio-economic position due to factors such as transportation availability and cost, scheduling flexibility, and sense of self-efficacy and control (Adler and Stewart 2010:12). With greater access to money can enable peoples to expensive medications to manage health or prevent the onset of additional chronic conditions, and give more opportunity to modify.

Now with the available evidence are that poverty leads to health problems. While poverty as a determinant of health; the role that government policies play in creating poverty and its impact upon health have been, for the most part, isolated from health sector discourse and practice.

## **Conclusion**

The linkages between poverty and health show that poverty is a complex issue which needs to be addressed with a multi-dimensional paradigm. However, health is crucial for Sustainable Human Development, both as a human right and to the economic growth of society. It is a good measure of the progress and contributes to development through productive employment, reduced expenditure on illness care and greater social cohesion. Aspirations for economic growth cannot be achieved without a healthy and productive population. By promoting health care, the benefits of development extend across the country. It would be capable of addressing health challenges, environmental sustainability and reduce poverty. Improving the health of the poor must become a priority not only through public health but also through private health sector because inequalities in health and well-being can be traced back to socio-economic inequalities, that is to the unpleasant living conditions which marginalize a large number of people, not only limiting their access to essential goods, but depriving them as well of any meaningful role in social life. Health care coverage must ensure equitable access to affordable, accountable, appropriate health services of assured quality to all people. This should include both preventive and curative in public health. It must be supported by policies and services addressing the wider determinants of health for people who live in poverty.

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## **In the present context of India Role of Adult Education vis-a-vis Humanism**

*Arabinda Bhattacharya*

National Assessment of Adult literacy (NAAL) defines adult literacy as both task-based and skills-based. The **task-based definition of literacy**, used in both the 1992 and 2003 assessments, focuses on the everyday literacy tasks an adult can and cannot perform.

The 2003 NAAL adds a complementary **skills-based definition of literacy** that focuses on the knowledge and skills an adult must possess in order to perform these tasks. These skills range from basic, word-level skills (such as recognizing words) to higher level skills (such as drawing appropriate inferences from continuous text). New information provided by the 2003 NAAL is intended to improve understanding of the skill differences between adults who are able to perform relatively challenging literacy tasks and those who are not. (NCES 2005-531).

Importance of Adult literacy should be understood from the broad socio-economic and political aspect of the society. Adult literacy can have significant impact on the society in regard to ensuring an ideal society. It helps to raise the literacy level of the rest of the society members. It enthuses the society members to raise the voice against any injustice in the society. It makes the members understand how the members can exert their power in order to have access to different benefits sanctioned by the rule of law. Adult literacy can also motivate the members to contribute their share for the development of the society they are concerned with.

This paper is divided into four parts. In the first part, we have discussed the status of Adult literacy in India. The second part is concerned with Humanistic Education and various attributes associated with it. In the third part, there has been an attempt to characterize empirically the present status of India from socio-economic and political point of view. At the end attempt has been made to suggest a model connecting adult literacy, humanistic education and the present context of India with some research objectives which could be taken up in order to have a clear understanding of the reality.

### **Adult Literacy**

Adult literacy movement has gained momentum through the years. Time series data on Adult literacy rate in India is shown in the following table.

**Table: Adult literacy**

Year	Literacy rate among the population aged								
	15 years and older			15 - 24 years			65 years and older		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981	54.84	25.68	40.76	66.31	40.32	53.78	34.58	7.79	21.45
1991	61.64 (1.18)	33.73 (2.76)	48.22 (1.69)	73.51 (1.04)	49.35 (2.04)	61.90 (1.42)	41.22 (1.77)	12.47 (4.82)	27.26 (2.43)
2001	73.41 (1.76)	47.84 (3.56)	61.01 (2.38)	84.19 (1.37)	67.75 (3.22)	76.43 (2.13)	52.03 (2.36)	19.65 (4.65)	35.59 (2.70)
2006	75.19	50.82	62.75	88.41	74.36	81.13	51.51	18.30	35.22
2011	78.88 (0.72)	59.28 (2.17)	69.30 (1.28)	90.04 (0.67)	81.85 (1.91)	86.14 (1.20)	57.18 (0.95)	26.70 (3.11)	41.60 (1.57)
Growth rate during the period 1981-2011(%)	1.22	2.83	1.78	1.02	2.39	1.58	1.69	4.19	2.23

Source: Unesco Institute for Statistics

- Figures in the bracket indicate the growth rate during the last decade (calculated by the author)

The above table indicates very interesting phenomena. It can be seen that the adult male literacy is always much ahead of their female counterpart. This seems to be very obvious phenomenon. But it is very surprising to note that literacy growth rate for adult female is always higher than that for adult male. Though adult female literacy is lower than that of adult male literacy, adult female is moving at a faster rate in respect of literacy. For example, growth rate for adult male literacy and that for adult female literacy are 1.69% and 4.19% respectively for the population aged 65 years and older during the period 1981-2011. This phenomenon is also true for other segments, i.e. population aged 15 years and older and population aged 15 – 24 years.

The second interesting feature is that the growth rate is higher in the segment of population aged 65 years and older in comparison to other two segments. This phenomenon does not have any gender bias. More specifically, this holds good for both adult male and female. This shows that people having age 65 years and above are more concerned with literacy.

To summarize the above, elderly people are very much concerned with literacy and of the two groups, i.e. adult male and adult female, it is the adult female who are more pro-active in regard to adult literacy.

## Humanistic Education

Humanism is a psychological perspective that emphasizes the study of the whole person. Humanistic psychologists look at human behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving.

Humanistic Education is a concept, important objectives of which include developing learner's self-esteem, their ability to set and achieve appropriate goals, and their development toward full autonomy.

There are some concepts like teaching approach, form of education, learning theory and objectives of education which are associated with Humanistic Education. In fact all these attributes together define the ideal structure of Humanistic education in the context of adult literacy.

#### a) Teaching Approach

There are broadly three teaching approaches and they are - i) Pedagogy; ii) Andragogy; iii) Heutagogy

Pedagogy is a child-focused teaching approach, whereas Andragogy is an adult-focused teaching approach. Initially defined as, "the art and science of helping adults learn," Andragogy has come to be understood as an alternative to Pedagogy; a learner-focused approach for people of all ages. Pedagogy can also be thought of as "teacher-centered or directive" learning, and Andragogy as "learner-centered/directed."

Malcolm Shepherd Knowles (1913 – 1997) was an American educator well known for the use of the term Andragogy as synonymous to Adult Education. According to Malcolm Knowles, Andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning.

In the context of andragogy, there are six assumptions, as framed by Malcolm Knowles, are 1) self-concept, 2) experience, 3) readiness to learn depends on need, 4) problem centered focus, 5) internal motivation, and 6) adults need to know why they need to know something

Heutagogy is the study of self-determined learning. It is also an attempt to challenge some ideas about teaching and learning that still prevail in teacher centred learning. It is basically knowledge sharing rather than knowledge hoarding.

Difference between Andragogy and Heutagogy with respect to various attributes can be clearly understood from the following table:

Attribute	Andragogy	Heutagogy
Dependence	Adults are independent. They strive for autonomy and self-direction in learning	Learners are interdependent. They identify the potential to learn from novel experience as a matter of course. They are able to manage their own learning.
Resources for learning	Adults use their own and other's experience	Teacher provides some resource, but the learner decides the path by negotiating the learning.
Reasons for learning	Adults learn when they experience a need to know or to perform more effectively	Learning is not necessarily planned or linear. Learning is not necessarily based on need, but on the identification of the potential to learn in novel situations.
Focus of learning	Adult learning is task or problem oriented	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and other's experience and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well as problem-solving behaviours.
Motivation	Motivation stems from internal sources - the increased self-esteem, confidence and recognition that come from successful performance	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as familiar situations and working with others.
Role of a teacher	Enabler or facilitator, climate of collaboration, respect and openness	Develop the learner's capability. Capable people: <ul style="list-style-type: none"> <li>• Know how to learn</li> <li>• Are creative</li> <li>• Have a high degree of self-efficacy</li> <li>• Apply competence in novel as well as familiar situations</li> <li>• Can work well with others</li> </ul>

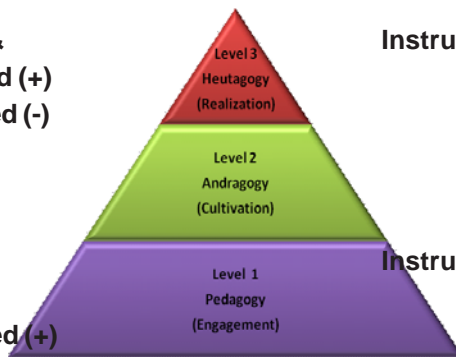
Source: Terry Heick: 'The Difference Between Pedagogy, Andragogy and Heutagogy'. Downloaded from <http://dodev.teachthought.com/pedagogy/a-primer-in-heutagogy-and-self-directed-learning/>

The heutagogy approach can be viewed as a progression from pedagogy to andragogy to heutagogy, with learners likewise progressing in maturity and autonomy.

**Learner Maturity & Autonomy required (+) structuring required (-)**

**Instructor control & course**

**Learner maturity & autonomy structuring required (+) Required (-)**



**Diagram: Progression from Pedagogy to Andragogy to Heutagogy**

Source: Blaschke, Lisa Marie (2012)

Therefore it can be concluded that Andragogy and Heutagogy will be more appropriate in case of adult learning process depending on the context of socio-cultural environment of the society.

#### b) Form of education

Informal Education is a general term for education outside of a standard school setting. Informal Education is the wise, respectful and spontaneous process of cultivating learning. It works through conversation, and the exploration and enlargement of experience. Formal education is organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level.

Non formal education process as such does not have any certification by any institution. Learner's objective is to increase knowledge and skill.

Informal and Non-formal education system are more appropriate in case of Adult learning process. Because they are more flexible than formal education system.

#### c) Theory of learning process

There are lots of learning theories of which three most important theories about how people learn have been stated below.

1. Behaviorism: It is a learning process which focuses on observable behaviors and is concerned with a response to external stimuli.
2. Cognitivism: This process is concerned with the mental process that facilitates the process of acquiring and storing information. Cognitive theory defines learning as "a semi-permanent change in mental processes or associations". Cognitivists do not require an outward exhibition but focus more on the internal processes and connections that take place during learning.
3. Constructivism: It is a learning process by which the learners search for the meaningful construction of knowledge. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences.

Application of the above learning process in case of adult learning would be dependent on the socio-cultural and also economic background of the adult learners and also on the strength of learning capability.



d) Maslow's Hierarchy -of - need theory: According to Maslow, there are basically five sets of needs and these needs are prioritized in the following manner.

- Physiological needs - food, clothing, shelter, and other basic physical needs
- Safety needs - desire for security, stability, and the absence of pain
- Social needs - need to interact and affiliate with others and to feel wanted by others
- Esteem needs - needs for power and status
- Self-actualization needs – the desire to reach one's full potential by becoming everything one is capable of becoming

One of the objectives in case of adult literacy would be to attain the stage of Self-actualization. Therefore it is really pertinent to gauge which level of self-actualization has been attained through the process of adult literacy. If the stage of Self-actualization is achieved in the context of adult literacy, adults can have significant impact on the development process of the society.

From the foregoing discussion, humanistic education can be summarized in the form of five basic principles as follows

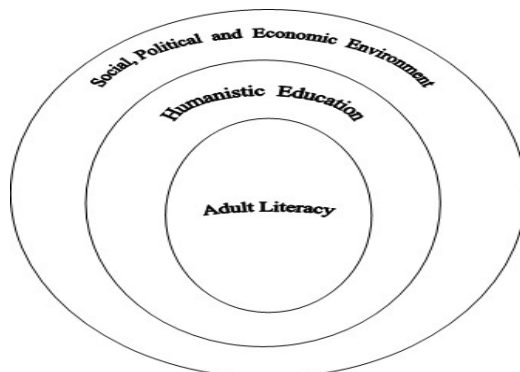
- I) Learners' learning should be self-directed.
- II) Institutions (formal or informal ) should produce adult learners who want and know how to learn.
- III) The only form of meaningful evaluation is self-evaluation.
- IV) Feelings, as well as knowledge, are important in the learning process.
- V) learners learn best in a nonthreatening environment.

### **Present Socio-Political and Economic situation in India**

The present socio-political and economic environment in India could be characterized by violence, intolerance, impatience, distrust among people specially belonging to different religions, utter stupidity in respect of knowledge regarding the history and culture of the country, lack of honesty and integrity of a particular section of population in general, political leaders in particular coupled with sharp rise of consumerism leading to tremendous growth of luxury goods sector, relatively low growth rate of economic parameters and most importantly upswing of the gross violation of Human Rights. What is even more alarming has been the curtailment of freedom of press. In some study, it is shown that freedom of press in India has been in the downswing over the years and Press Freedom Index is tagged with 'Difficult Situation'. So there has been total degradation of social and economic phenomena which are not conducive for development. In support to the above statement, the information showing the position of India from the global perspective with respect to different socio-economic and political parameters are given in Annexure.

## Adult Literacy Model

The following model shows the interrelationship between the existing environment, humanistic education and adult literacy. At the initial stage, it is the social, political and



### **Model: Interrelationship among Environment (Social, Political and Economic), Humanistic Education and Adult Literacy**

Economic environment which determine the form of Humanistic Education which, in turn, develops the ground for an effective adult literacy process. Therefore, the status and quality of Adult literacy program depends on the level of Humanistic Education, ensured by the environment of the country. Any successful Adult literacy program ultimately leads to achievement of Self Actualization. So the success of any Adult literacy program should be measured in terms of fulfillment of the objectives of self actualization. The whole process ensures formation of the Learning Society which would be instrumental in changing the reality around us for the better. In this context, this is to be mentioned that achievement of Self-Actualization also helps the learners get rid of 'Culture of Silence' as has been defined by Paulo Freire. And the learners can come out with their suggestions to change the society at large strongly. Therefore successful implementation of Adult Literacy Program ultimately leading to the achievement of Self-actualization through humanistic education defined by the various dimensions/ parameters which are discussed earlier at length can have significant impact on the development process of the country.

From the foregoing analysis, some research objectives can be formulated and they are as follows:

1. To ascertain the level of self actualization achieved by the adult literacy program across different segmentation, segmentation being characterized by social and economic indicators.

2. To measure the strength of influence of self actualization attained by the adult in order to break the barriers of 'Culture of Silence' and eventually to change the present situation of the society. This strength would depend on the 'Culture of Silence' which is achieved through the humanistic education.

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**Annexure****International Ranking of India with respect to various development parameters**

List	INDIA Ranking/Total Countries	Source	Notes
<b>Demography</b>			
Population Density	33 / 246	Economist Intelligence Unit	2017 - 403 people per km <sup>2</sup>
<b>Health\</b>			
Fertility rate	103 / 210	Population Reference Bureau	2016 - 2.3
Life expectancy	125 / 183	World Health Organization	2015 - 68.3 years
Infant Mortality	175 / 223	CIA	2016 est - 40.5 per 1000
Global Hunger Index	100 / 119	International Food Policy Research Institute	2015
Health Expenditure per capita (PPP)	140 / 190	World Health Organization	2014 - \$267 (inflation-adjusted 2011 dollars)
<b>Education</b>			
Literacy rate	168 / 234	UNESCO Institute for Statistics	2015 - 72.1%
Education Index	145 / 191	United Nations	2013
<b>Gender</b>			
Global Gender Gap Report	108 / 144	World Economic Forum	2017[6]
Gender Inequality Index	125 / 188	UNDP	2015 - value: 0.530 - female Labour force participation rate: 26.8%[7]
State of the World's Mothers report	73 / 77	Save the Children	2010[8][9]
<b>Economic Development</b>			
Human Development Index	131 / 188	United Nations	2016 report - score 0.624
Inequality-adjusted HDI	97 / 151	UNDP	2016 report - score 0.454
Per capita GDP	122	International Monetary Fund	2015
Minimum wages	124		2017 - \$743/yr (Bihar)
GNI (PPP) per capita	124	World Bank	2015 - \$6,030 international dollars
Financial Development Index	51	IMF	2016
<b>Employment</b>			
Unemployment rate	103	CIA The World Fact book[12]	2016 - 8% unemployment
Employment rate	42	OECD	2012 - 53.3% of 15-64 year olds in employment
<b>Social Development</b>			
Social Progress Index	93 / 128	Social Progress Imperative	2017 - score 58.39
Global Youth Development Index	134 / 183	Global Youth Development Index	2016
Index of Economic Freedom	123	The Wall Street Journal [4]	2016
Quality-of-life index	43	Economist Intelligence Unit[5]	2017
<b>Political environment</b>			
Ease of doing business index	130	World Bank Group	2017
Corruption Perceptions Index	79 / 176	Transparency International	2016[22]
Press Freedom Index	136 / 180	Reporters Without Borders	2017[23]
Rule of Law Index	66 / 113	World Justice Project	2016
Democracy Ranking	65 / 112	democracyranking.org	2014-2015
<b>Happiness</b>			
World Happiness Report	122 / 155	United Nations	2017 report[4]

## **A Study of Awareness about “Swachh Bharat Mission” among the Students of University of Delhi, North Campus**

**Vandana Sisodia  
Nitish Anand**

### **“Cleanliness is Godliness” – a famous saying**

India is popular for its rich cultural diversity and natural beauty but at the same time it has been found fault for lack of environmental sanitation, mainly due to open defecation. Unfortunately, open defecation is an age old practice, may be due to availability of abundant waste land, particularly in rural areas, and people used to walk considerable distance to avoid places of habitation for easing. Other reason may be not to keep the closed dry latrine near the house to avoid foul smell and also the scarcity of water. Children also followed the practice of easing in open like the elders as there was no concept of toilet training to children in view of ignorance of parents in this matter. But over the years when population increased enormously the availability of open land started shrinking and people have no much choice of easing away from the habitation. Also in planned economy large sum of money was invested in health, hygiene and sanitation and awareness created to maintain the environmental sanitation with the result the number of households having closed latrines started increasing, but still not all the households are having latrine facilities even today, particularly in villages. Unfortunately, for the large number of population of India the number of public latrines constructed are far less and also refusal of the institutions and establishments to throw open their facilities for public made many to ease themselves on the road sides which is an eyesore for many, including the foreigners.

Mahatma Gandhi during the period of independent struggle used to travel all over the country by walk and long journey by train. He also observed people easing in open space and expressed concern about the habit. In one of his comments he said that “Indian railway track is the biggest lavatory in our country”. Hence, in independent India the governments – both centre and states, gave a lot of importance for environmental sanitation for which a number of schemes have been implemented. But a lot more need to be done. Hence, when the new government under the Prime Minister Narendra Modi assumed office at the centre in 2014, many important schemes were announced for the welfare of poor and downtrodden to take the country forward to the road of inclusive growth and one was “Swachh Bharat Abhiyan” (Clean India Campaign). This programme was launched on October 2, 2014 on the occasion of 145<sup>th</sup> birth anniversary of Mahatma Gandhi to be implemented on mission mode is to make India cleaner and healthier in five years so that his 150<sup>th</sup> birth anniversary is celebrated for realizing his dream of a clean India. Under this Abhiyan apart from keeping the environment clean, every household should have closed lavatory with water facilities. As this programme is implemented both in rural and urban areas simultaneously Union Ministry of Urban Development and Ministry of Drinking Water

and Sanitation are the nodal agencies for its implementation. The Swachh Bharat Abhiyan has turned out to be one of the most famous government initiatives which aims to bring social change, where the role of every citizen of India, especially the students has become crucial towards making the mission successful. The idea behind this Abhiyan is to bring a change in the thinking, behavior, and mindset of the students, to make them more responsible, caring and sensitive towards the environment and cleanliness of our surroundings. This is not possible without the active participation of the students because they are young, energetic and can forward the caring mindset of them towards environment to future generations.

### **Previous similar such programmes**

It is to mention here that earlier also a number of schemes were implemented from time to time focusing on better environmental sanitation which included *Central Rural Sanitation Programme (1986)* when Shri Rajiv Gandhi was the Prime Minister, *Total Sanitation Programme (1999)* when Shri Atal Bihari Vajpayee was the Prime Minister, *Nirmal Bharat Abhiyan (2012)* when Shri Manmohan Singh was the Prime Minister. All these programmes almost focused the same objective of making India cleaner and healthier. Hence, the present programme *Swachh Bharat Abhiyan* is a restructured one with broader objective of not only constructing the toilets in all the households but also to change the behavior and mindset of people for cleanliness by adopting mission mode for the implementation of the programme. (The Hindu dated October, 4, 2014)

The Swachh Bharat Abhiyan is expected to cost over Rs.62,000/- crore (US\$ 9.8 billion) which is inspired by the Gandhian thought, vision and philosophy. The specific objective of the Abhiyan is to:

- Complete eradication of the practice of open defecation
- Eradication of manual scavenging
- Conversion of insanitary toilets into pour flushes toilets
- Collection and scientific processing, disposal and reuse of municipal solid waste through composting
- Infusing behavioral change in people regarding healthy, clean, safe and sanitation practices
- Generation of awareness among people about the importance of cleanliness, good sanitation and its association with public health
- Supporting agencies (local) in refinement executing and operating waste disposal system
- Facilitating private sector participation in capital expenditure and operations

Though, clean India has huge potential to revive the tourism sector by attracting more tourists to further enhance tourism economy of the country, this will surely

generate variety of sources of employability, reduce health cost, disease rate, etc. For the success of the campaign and to make the country clean and green, the Prime Minister has requested to all the citizens of India to devote at least 100 hours of their own per year for undertaking work relating to cleanliness which is more than sufficient to make India a clean country by 2019. This shows clearly that the Abhiyan cannot be made successful only by the government department(s) but by the efforts of one and all in the country. Therefore, good behavioral change in the citizens towards cleanliness and environmental conservation has evolved into a key for the success of Abhiyan, which directly related to the productivity, health of an individual and their surroundings.

### **University Involvement**

As Supreme Court of India in 1990 had issued directives to introduce environmental studies as a mandatory subject in the school and graduation level of education to spread awareness about environment and cleanliness which are important issues connected to environmental problems. In the present circumstances, because of the directives of Supreme Court, University of Delhi has also started a mandatory paper on Environmental studies at undergraduate level to enable the students to learn the environmental issues like cleanliness, sanitation, sustainable lifestyle and public health.

Recent UGC Guidelines to the universities on Swachh Bharat Abhiyan states that 'Sanitation is more important than independence'. Cleanliness can be viewed in two paradigms- Structural and Individual-moralistic. The former includes the steps taken by the government at the structural level or macro level by making policies, provisions, institutions, etc. and by individualistic-moralistic, it is meant dealing at the micro or individual level by invoking appeals like moral, social, spiritual, etc. There is no doubt that it requires the cooperation and willingness of people but alongside it ought to be backed by the institutional arrangements. It is expected that the students must have better understanding about the cleanliness and healthy environment.

### **Present study**

Since students are expected to involve in the Abhiyan in large number, the researchers decided to carry out a study to find out the awareness among the students of University of Delhi towards Swachh Bharat Abhiyan and their efforts to make this mission a success to transform the country cleaner and healthier. The objective of the study was:

- to check the level of awareness of students of University of Delhi towards Swachh Bharat Abhiyan and

- to study the behavior and mindset change among the students for the aforesaid campaign.

The study was based on primary data collected through field visits and direct interviews with the students of the University of Delhi. The survey was made in the areas where students are available from early morning to late evening. In all interviews was conducted with the sample of 100 students using simple random sampling. The interview schedule was prepared with simple questions to enable the interviewees to answer without much difficulty. Following is the outcome of the study conducted.

## Findings and Discussions

**Figure-1**  
**Respondents as per their education level**

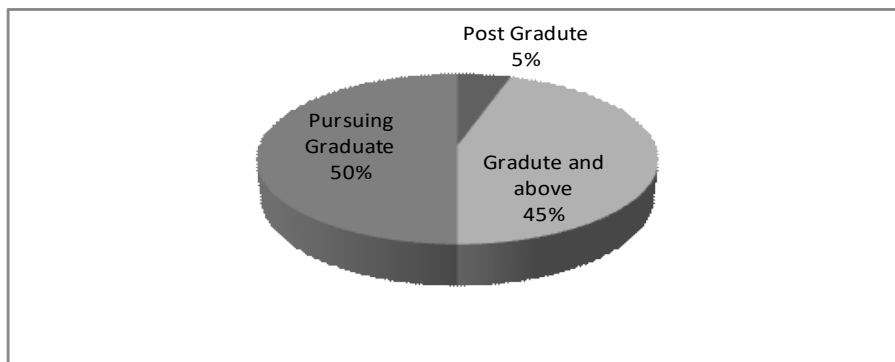
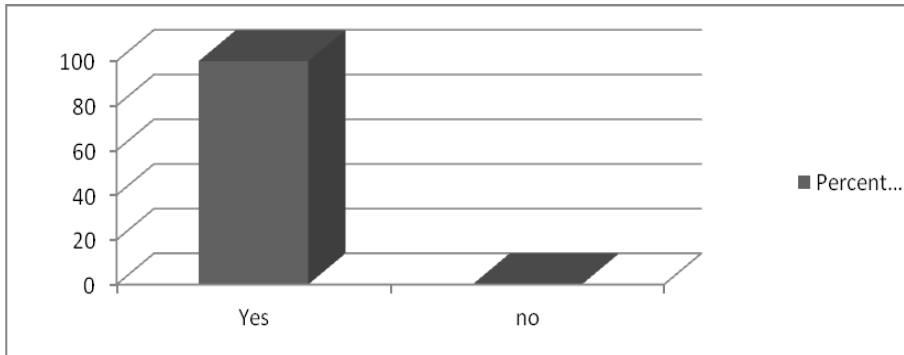


Figure-1 represents the educational level of respondents. It clearly states that majority of the respondents were adequately educated. Most of them (50%) were pursuing graduation, followed by graduates (45%) who have completed their course and preparing for competitive exams. The remaining 5% of the students were pursuing post-graduation.

It is but natural that environmental education being a course component and SBA implemented as an important national-wide campaign for which regular sensitization programmes are going on in the departments and colleges, the students are expected to understand the concept of SBA very well. This could also highlight further that how qualified people have such kind of understanding about the campaign or how education can make positive changes among the students.



**Figure-2**  
**Respondents who know about the existence of Swachh Bharat Abhiyan**



The Figure-2 shows clearly that all the 100 respondents answered this question positive, meaning they are aware of the Swachh Bharat Abhiyan which is very important for the success of the programme and also for the involvement of the students in the same. This programme was launched at the national level, therefore, it was quite expected that students would be aware of it. This also shows the interest of people on this programme as it is directly in the interest of the students.

**Figure-3**  
**Distribution of respondents who follow Swachh Bharat Abhiyan**

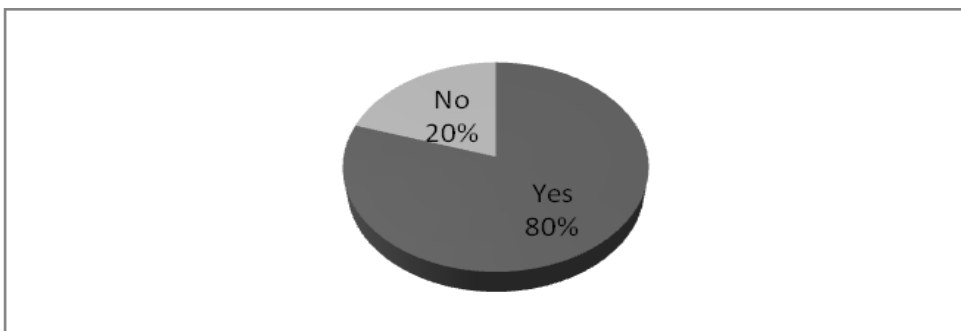
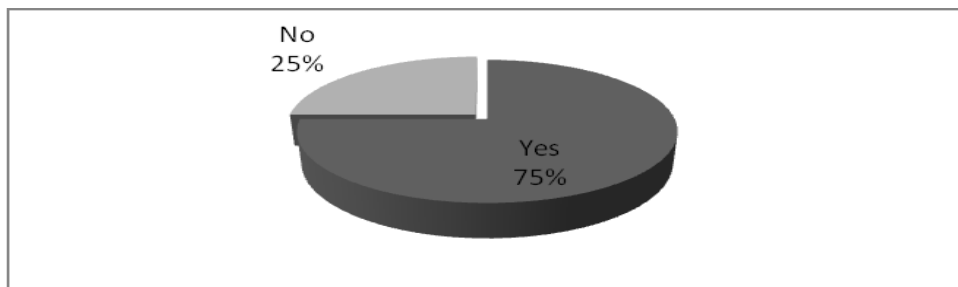


Figure-3 shows that 80% respondents follow or participate actively in this mission which is important for its success. However, 20% respondents said that they do not follow or participate in this mission as they don't believe in this concept and in their opinion it is one another programme of the government. They also hold the opinion that it is the sole responsibility of the government to ensure cleanliness all over to maintain a good environment.

**Figure-4**  
**Respondents who believe in the success of Swachh Bharat Abhiyan**



It is clear that 75% of the respondents were of the opinion that Swachh Bharat Abhiyan is an important programme of the government which is much needed to keep India clean and project a positive image before the tourists visiting India. However, 25% of the respondents were of the opinion that the Abhiyan may face failure as no tangible cleanliness is seen even in the important places of the city. Mere slogans cannot bring cleanliness on the ground.

**Figure-5**  
**Respondents who participate and contribute in cleanliness campaign**

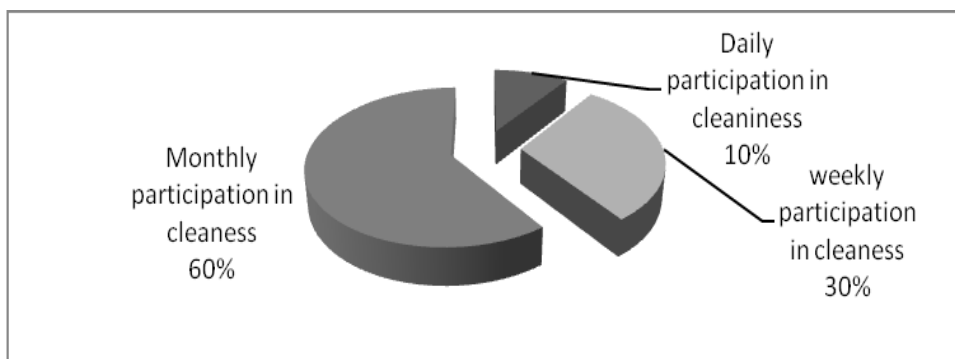
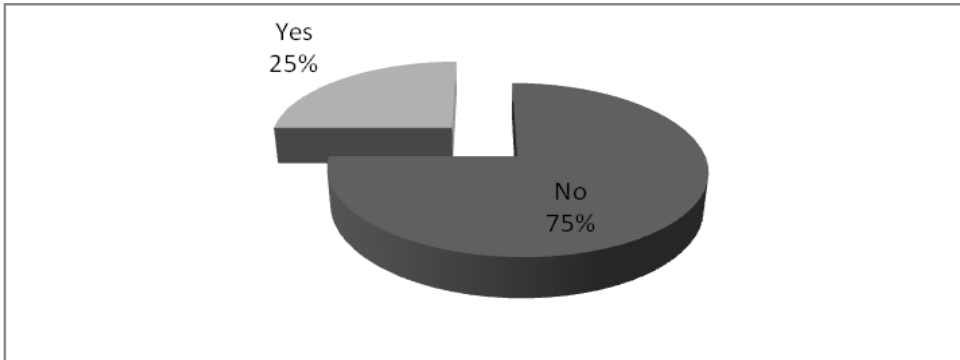


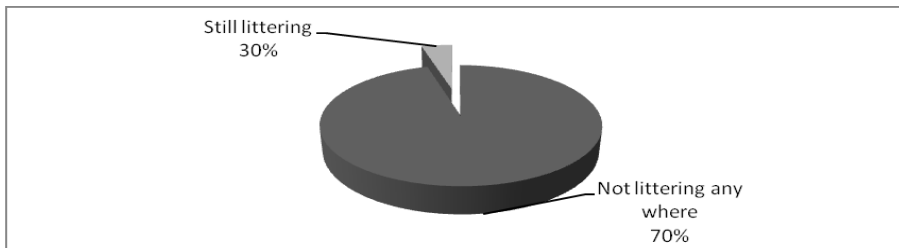
Figure-5 shows the percentage of respondents participating in the cleanliness campaign daily, weekly and monthly. Majority of the respondents (60%) informed that they take part in cleanliness programme once in a month while 30% told that they do it once in a week and the remaining 10% conveyed that they practically participate on daily basis. It is appreciable that all the 100 respondent are participating in the campaign in one way or other, though 25% of the respondents expressed disbelief about the programme for eventually meeting failure at the end.

**Figure-6**  
**Respondents who segregate waste in two bins to make Swachh Bharat Abhiyan successful**



Waste materials are divided into two categories – bio-degradable and non-degradable and encouraged to collect in two separate bins to avoid separation afterwards which is difficult in bulk quantity. Hence, a question was posed to the respondents whether they follow using the two separate bins. Unfortunately, 75% of the respondents replied negative as they think that this is the work of the Municipal Corporation. However, 25% responded positively. They think that this practice will minimize the problem of waste segregation and decomposition. Though, the percentage is less, at least the work of segregation has started at few households and the number may increase in the time to come.

**Figure-7**  
**Respondents showing habits of littering**



The Figure-7 is the littering habits of the respondents. They were pretty honest in answering this question as 70% respondents said that they have stopped littering all around after joining Swachh Bharat Abhiyan and almost shelved the careless habit of throwing waste anywhere and everywhere. It is noticeable that there is a change in the behavior of the people. However, 30% of the respondents said that they still have the habit of littering all around though; they knew well that it is a bad habit. A few respondents informed that they are compelled to do it because of the non-availability of dustbins.

**Figure-8**  
**Respondents sensitizing others to maintain cleanliness**

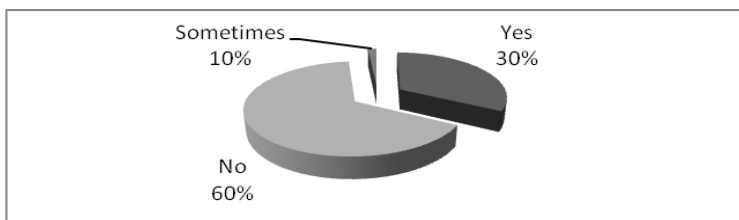
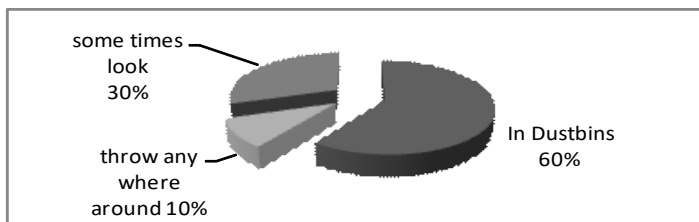


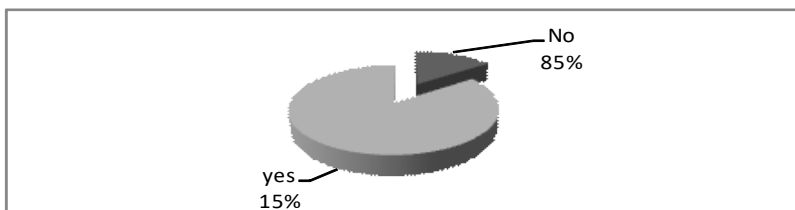
Figure-8 reveals that 60% of the respondents confirmed that they do not sensitize others about the importance of maintaining cleanliness as they think that others may feel offended and take the advice in a negative way which can lead to unnecessary argument. However, the remaining 40% said that they advice many times their close friends and relatives who can take the advice in a positive manner.

**Figure-9**  
**Respondents look for dustbin to through the waste**



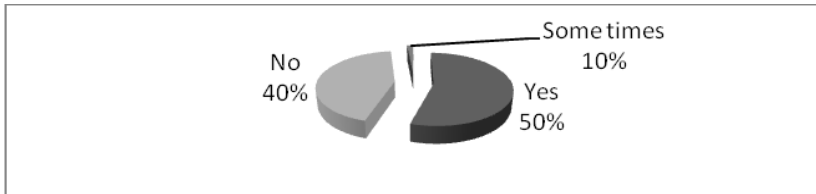
To a pointed question whether they look for dustbins to through the trash, 60% of the respondents replied that they definitely look for it so that the trash finds a place in the dustbin. However, 30% of the respondents informed that they sometimes look for the bins. In case, the university campus is not having adequate number of bins they through it just like that. But 10% told that they simply through the trash at any place because of the habit and also non-availability of dustbins nearby.

**Figure-10**  
**Respondents practicing/participating in composting the waste**



Composting is a process in which the waste is converted into fertilizer for the plants. By curiosity a question was asked whether they practice preparing the compost manure out of waste. As expected 85% of the respondents openly told that they do not do it as they have no knowledge or technique of preparing the compost. They were also of the opinion that throwing the waste in the dustbins is a comfortable practice rather than attempting to prepare compost out of waste. However, 15% of the respondents told that they know how to prepare the compost.

**Figure-11**  
**Students participation in cleaning their workstation**



Around 50% of the respondents said that they clean their workstations themselves regularly and that is their contribution for Clean India Mission and they feel clean environment/workplace make them synergetic. At the sametime 10% respondents said that they clean their workstations sometimes. However, remaining 40% respondents openly told that they never clean their workplace at all as they were of the opinion that cleaning is the responsibility of people who are specially engaged for the same. It may be one of the biggest problems in the implementation of Swachh Bharat Abhiyan [Badra and Sharma, March 2015 also reported similar findings]

**Figure-12**  
**Respondents who observed a significant change in the present environment after SBA**

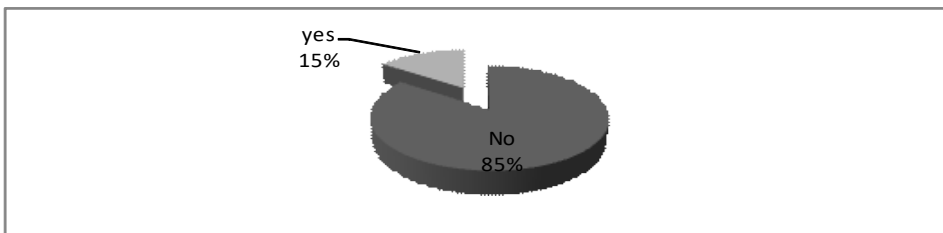
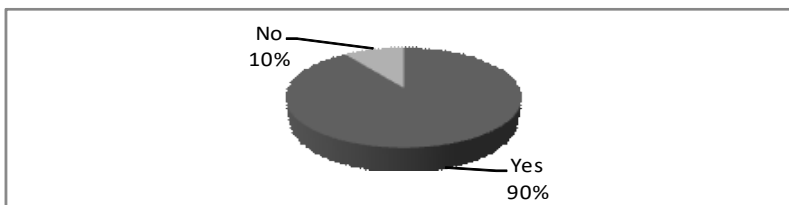


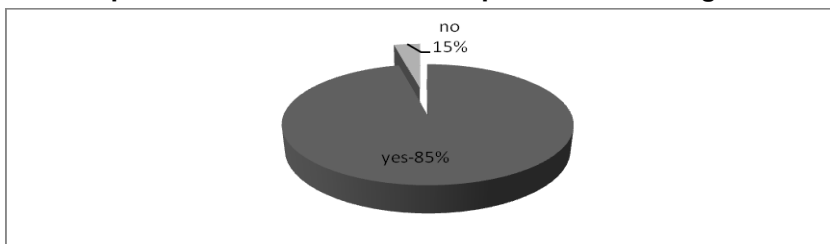
Figure-12 shows that only very few respondents (15%) could observe positive changes in their surrounding environment after the commencement of SBA. On the contrary, 85% of respondents did not observe any significant changes in their surroundings and may be because of lack of people's participation. Majority of people were of the opinion that there found to be a behavior change in favor of the mission to make the city clean.

**Figure-13**  
**Respondents who believe youth should be involved more in Swachh Bharat Abhiyan**



A large proportion of the respondents (90%) were of the opinion that youth should be involved more in Swachh Bharat Abhiyan as they are energetic and have the intension of changing India for good. They will be able to sensitize the general public and create better awareness by spreading the message of keeping the environment clean. However, a small number of respondents (10%) were of the opinion that keeping all the places clean is the responsibility of 'safari karmcharies' engaged by the Municipal Corporation.

**Figure-14**  
**Respondents aware of the concept of waste management**



It is interesting that 85% of the respondents confirmed that they know what is waste management and only 15% informed negatively. This confirms that majority of them clearly know about the waste which is biodegradable and non-biodegradable.

**Figure-15**  
**Respondents who wish their career in the field of waste management**

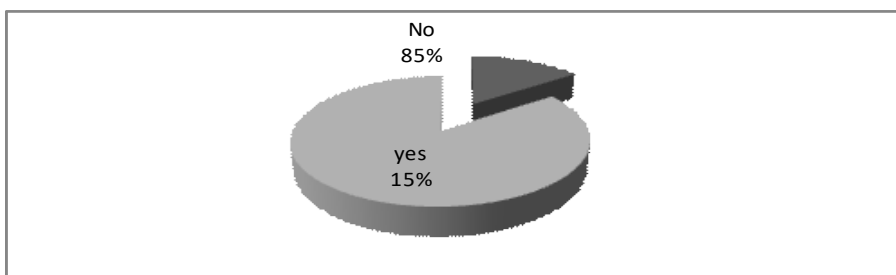
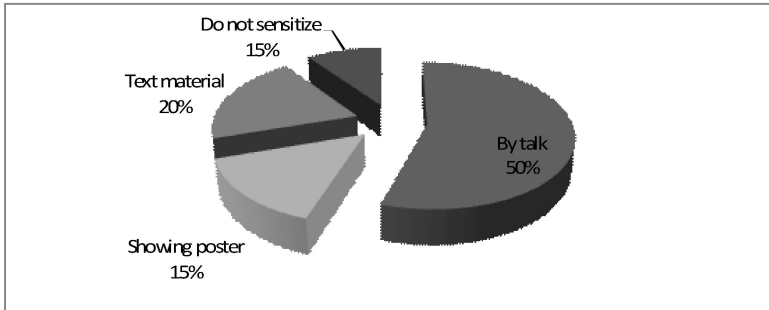


Figure-15 states that only a small fraction of the respondents (15%) would like to have their career in the field of waste management though; many of them are in favor of waste reduction at the source level and interested to be part of Swachh Bharat Abhiyan. On the contrary, 85% of the respondents said that they are not interested in taking-up their career in the field of waste management as they feel it is an unhygienic, dirty or unsafe job.

**Figure-16**  
**Materials used to sensitize people on Swachh Bharat Abhiyan**



From Figure-16 above it is clear that the major source of sensitizing others on Swachh Bharat Abhiyan is through talk (50%), meaning personal conversation as it is not only convenient but also effective to convince others within a short period of time. However, around 20% of the respondents told that their way of sensitizing others is using text material and 15% by showing posters. 15% of the respondents told that they do not attempt to sensitize any one specifically on Swachh Bharat Abhiyan. They were of the view that sometimes it may become counterproductive and give negative feeling.

### Major findings of the study

- i. All the one hundred sample selected for the study is educated (either studying in various colleges of University of Delhi or completed their studies). Hence, all of them found to be not only aware of Swachh Bharat Abhiyan but also understand well the programme objectives.
- ii. Majority of the respondents (80%) found to be following Swachh Bharat Abhiyan.
- iii. Majority of the respondents (75%) have expressed their faith in the success of Swachh Bharat Abhiyan to a great extent.
- iv. All the respondents found to be participating in the Abhiyan and contributing their free time to keep the mother country clean. Some participate daily, some others weekly and few others monthly the cleaning process.
- v. Unfortunately, majority of the respondents (75%) not using the two bin system of segregating bio-degradable and non-degradable waste. Only 25% of the

- respondents found to be using the segregation process. Though, it is a small percentage, it is the first baby step towards clean India which may grow in the time to come.
- vi. 70% of the respondents confirmed that they do not litter their surroundings and try to use the dustbins. However, 30% of the respondents still throw the waste anywhere and everywhere, mainly due to non-availability of dustbins.
  - vii. Sensitizing others about cleanliness is an important aspect of keeping the environment clean. Unfortunately, around 60% of the respondents not found to be sensitizing others on this subject so that a massive programme of keeping the country clean is successful. Fortunately, 30% of the respondents found to be contributing to sensitize others on cleanliness regularly while 10% do it occasionally.
  - viii. Composting of waste is a simple scientific method of preparing manure for the plants. Around 85% of the respondents informed that they do not do or practice the process. However, 15% responded positively of opting composting method to minimize the waste.
  - ix. Cleaning the work stations by the individuals is an important way of keeping the environment clean. Around 60% of the respondents found to be cleaning their work station out of which 50% on regular basis and 10% occasionally. However, 40% of the respondents never clean their workstations at all.
  - x. Though it is 41 months over after the launch of Swachh Bharat Abhiyan (launched in October 2014), around 85% of the respondents are of the opinion that they could not observe any significant change in the surroundings and can say confidently that cleanliness in India is a serious matter. However, 15% of the respondents found to be seem some positive change in the environment.
  - xi. Around 90% of the respondents are found to be convinced that in a mass programme like this participation of youth should be more as they have energy, intension and love for the motherland.
  - xii. Though, 85% of the respondents have faith in Swachh Bharat Abhiyan and understand well the concept of waste management but they are found to be not interested to take-up their career in the field of waste management.
  - xiii. Sensitizing others on cleanliness again is an important activity to make the Abhiyan a success. There are many ways of sensitizing others like talking to them, showing the text materials and posters. There found to be Majority of the respondents (55%) sensitize through talking while 20% use text material and 15% the posters. The remaining 10% do not participate in sensitizing others at all.

## Conclusion

The study shows that students are actively engaged in the process. There is a general behavioral change among majority of the students which is appreciable. Students have shown great enthusiasm in the pursuit of Swachh Bharat Abhiyan and



actively participate in the process. In this study, it was also observed that majority of the students want this mission to be successful and they are willing to contribute whatever they can in their individual capacity. The students of North Campus of the University of Delhi have become more serious about cleanliness after the launch of Swachh Bharat Abhiyan and majority of them extend their efforts to keep the campus clean.

## Suggestions

Following are a few suggestions to make the prestigious Swachh Bharat Abhiyan a success:

- i. To make Swachh Bharat Abhiyan a success, more people should come forward to participate for which information dissemination about the programme and sensitization of people is important. Hence, government may organize more number of sensitization/awareness programmes, particularly at the field level involving the local community. Such programmes should be repeated at short intervals with the help of other likeminded people and organizations.
- ii. It may be appropriate that awareness materials on this programme are printed in large quantities and see that they reach all the distribution points, particularly students and youth.
- iii. By all said and done the main responsibility of keeping the roads, lanes and by lanes clean is the responsibility of the municipalities. Hence, the existing workforce of such important institutions should be fully involved in cleaning process regularly under strict supervision and in case the municipal workforce is inadequate in number, it is time to increase. In such cases the government may take into consideration the unauthorized colonies also as lack of sanitation facilities in such places may be an eye sore in the midst of posh colonies.
- iv. Door to door waste collection by designated agencies can do wonders in keeping the areas clean. Such agencies can also have compost units which will be of use for the plants.
- v. Providing dustbins again is important as mere slogans cannot bring cleanliness. There must be an assessment and bins should be provided all over so that people start using them to throw the trash.
- vi. Mere rules are not enough to keep the environment clean but the rules should be enforced strictly so that people who do not follow are punished. Such an act will give more awareness among the people to follow the good path.
- vii. Cleanliness is a habit to be introduced, nurtured and developed by one and all. It may be appropriate that this habit is developed from childhood for which the schools can play a major role. The school curriculum on cleanliness can be dealt by the teachers with much more care and make the students to involve in socially use full productive activities.

- viii. Apart from keeping the environment clean, planting of more trees should also be encouraged to minimize the pollution.
- ix. Collaboration between the universities and the concerned Ministry needs to be further strengthened so that the productive manpower in the form of students available are used for nation building activities like Swachh Bharat Abhiyan.

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# Role of Women in Knowledge Economy – A Descriptive Study

Neena Thomas

## Introduction

*In Malayalam there is a proverb “**Kalanakhu Vivaram illatha Ninnodu Parajhittu Karyamundo**”, the English translation of which is “there is no meaning to say to a person like you who is without any worthy knowledge”.*

This Malayalam proverb conveys the message that knowledge must be credible with an economy. Otherwise knowledge is worthless. This knowledge economy is the one in which production and utilization of knowledge play a crucial role in creating wealth. The World Bank Institute offers a formal definition of a knowledge economy as one that creates, disseminates, and uses knowledge to enhance its growth and development. Today in this open, inquisitive, challenging and ambitious society, Knowledge economy is a global issue. It is the use of knowledge generation and knowledge processing to produce economic benefits as well as job creation. Knowledge is serving here both as a product and tool.”The idea of the knowledge driven economy is not just a description of high tech industries. It describes a set of new sources of competitive advantage which can apply to all sectors, all companies and all regions, from agriculture and retailing to software and biotechnology”. (New measures for the New Economy, report by Charles Lead beater, June 1999).

Even our existing ideas, practices, technologies are wipening; the giant issue of unemployment is prevailing. Knowledge economy implies the drive to generate new ideas and turn them into commercial products and services which consumers want is now very persuasive and powerful. But the ways to use this tool are not aware to the women community. Today, most technologically driven time, our women are excluded from public spaces outside of their community. They are creating their own spaces inside their own cubicles which comprises of a variety of experience levels.

The main focus of this paper is on exploring gender in the knowledge economy, and looking at their interpretation in policy and practice. The paper concentrates on development and how the concept of ‘gender’ is evolving within the knowledge economy. The shift from ‘women to ‘gender’ and development have led to increased exposure for both women and men marginalised by development processes; however this focus ignores some serious issues specific to women.

## Need of the Knowledge Economy

Some 2300 years back Kautilya, the celebrated author of Arthashastra, proposed to create wealth from knowledge by emphasising the importance of knowledge as prime mover of producing wealth. India was the nerve centre of scientific knowledge in historical ages. India's past achievements in science, philosophy, mathematics, astronomy and literature evidenced that the country had been a leading knowledge society in the last millennia.

The late President of India, Dr. A. P. J. Abdul Kalam's 2002 strategy India 2020: A Vision for the New Millennium also stressed the importance of knowledge and ways to facilitate India's transition to the knowledge economy. A strong consensus emerged on the need for an in-depth study on India's position in the global knowledge economy. It covers every aspect of the contemporary economy where knowledge is at the heart of value added – from high tech manufacturing and ICTs through knowledge intensive services to the overtly creative industries such as media and architecture". (Kok, et al., Report, 2004).

An important part of India's innovation system is the diffusion of modern and more efficient technologies in all sectors of the economy. According to Dr. R.A. Mashelkar, Director General, Council of Scientific and Industrial Research of India, "India is already gaining international repute for its innovations in areas ranging from pharmaceuticals to software. It is leveraging traditional knowledge with modern science and exploiting public-private partnerships to support grassroots innovations which can improve the quality of life for the poor. An example is the Computer-Based Functional Literacy program, initiated by Tata Group to overcome illiteracy through innovative use of IT.

The systematic process of finding, selecting, organizing, distilling and presenting information, improves an employee's comprehension in a specific area of interest. Knowledge management helps an organization to gain insight and understanding from its own experience. Specific knowledge management activities help focus the organization on acquiring, storing and utilizing knowledge for problem solving, dynamic learning, strategic planning and decision making. It also prevents intellectual assets from decay, adds to firm intelligence and provides increased flexibility.

India has low cost and skilled work force. But the stringent labour laws prohibit the expansion path of small scale sectors. To become a forerunner in the globalized knowledge economy of the present century India should fear it's enlarging market economy towards a more competitive roadway by focusing its efforts on further liberalization of economic engagements. Road blocks of relentless economic expansions may be removed. Technological advancement is possible only through innovation. An efficient system of innovation can only foster the development of technologies for better economic gains. Innovation effects novel changes to products,

processes and services. An innovation system generally refers to a plethora of institutions, rules and laws pertaining to the setting up of technical institutions and R&D facilities to acquire, create, disseminate and utilize knowledge for improving productivity in every segment of the economy.

## **Methodology**

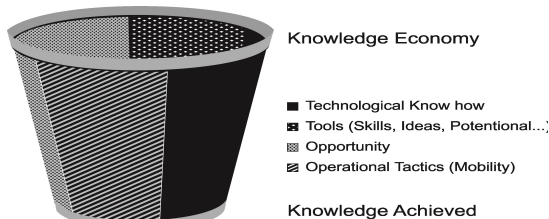
This paper attempts to examine the role of women in the knowledge economy in speeding up reforms to reap the benefits of knowledge resources. The methodology adopted in the study is analytical and descriptive. The study is based on secondary sources of information drawn from various publications. Data from publications, electronic and printed reports are used in the study to reach out conclusions.

## **Women and Knowledge Economy**

Women have to change their role from a store of information to a source of knowledge and innovation. According to the modern perspective women must possess skills such as the ability to understand the system as a whole and how the parts work together, the ability to comprehend and elaborate on information and knowledge needs, the ability to identify inefficient and improper uses of information, and the ability to add value to information products by evaluating, filtering, abstracting, and providing broader firms or national context.

There is a need for significant changes in thinking, attitude, education and training before we can confidently face the knowledge management future that waits in many important areas of the information and diverse professions. The Schools of Information Science have a responsibility for initiating and leading these changes. The concept of knowledge management as a valuable resource for development requires better understanding of the fact that knowledge management is made up of tacit and explicit knowledge components. Explicit knowledge is codified, recorded, and available to all, whereas tacit knowledge is experiential in nature. It would seem from the nature of knowledge management, that women will find it easier to manage tacit knowledge rather than explicit knowledge. Given that tacit knowledge is now regarded as of equal value to explicit knowledge, it is important for women to have more system in place which attempts to tap into knowledge networks in society and organizations, as well as managing explicit knowledge. Many aspects of managing explicit knowledge require improved knowledge sharing culture in respective organizations and a paradigm shift in the style of human resources management and organization restructuring. An important aspect of tacit knowledge is indigenous knowledge in India have to be more actively involved than in the past.

The new question is how the information attained through achieved knowledge can result in the knowledge economy. The process can be explained as below:



A vase represents harmony or nourishment. The attractiveness of the vase depends on the scope and quality of the raw material. The bottom of the vase seemed to be infinite even though there was a definite shape to it. The base here depends on the knowledge achieved through the learning process. It consists of both accomplishments and attainments throughout the learning process.

This achieved knowledge, have to be processed with the acquired technological know-how; self constructed innovative tools, earned potential, operating methods and the available opportunities. These factors can be achieved only through policies and practices and otherwise it is impossible in our society. It holds of the creative force that exists beyond the reach and existing knowledge in hand. The open mouth in other end represents the open access to various factors due to the globalised economy. For example, programme like *Kudumbashree* can bring drastic change in our knowledge economy.

In optoelectronics, the electronic devices that work with light or radiation was not an emerging field. It is an established field. But in 2014 the Nobel Prize was gained for blue LED causing white LED light bulb which results in an emerging field of knowledge economy, by creating a smart virtual world and by decreasing electricity consumption.

For that the knowledge economy must have appropriate planning, timely implementation and resourceful marketing. Even the girl child of today must build a capacity for knowledge management. Indeed, it should be noted that there is need to review the existing curriculum in India so that some old courses that are no longer relevant are demoted to create space for the new subjects.

### **Privileges for Women in Knowledge Economy**

Women are always enterprising with their keenness to explore new frontiers, they have embarrassed in the society strongly. The conception and execution of knowledge have a wider difference. The linear relationship between skills, service and security has to be considered. Even if income inequalities are reduced by gaining access to highly skilled, high waged jobs, but the employees are selected not by means of graduation but in terms of function, competencies and performance. So the women be trained enough to sustain in 'war for talent' and the competition to attain and retain the 'top talent' that is to consider.

The proficiency that can be spouted out through specific programmes includes:

1. Ability to acquire a network of social contacts.
2. Improve the social and communication skills, relationship building skills
3. Develop independence and acquire proficient problem solving skills.
4. Learn new technology and explore new concepts and ideas

The large concentration of knowledge leaders on IT sector indicates that there are few knowledge 'role models' available throughout Indian business and industry. Knowledge is multidimensional and much broader than being embodied in IT as is commonly supposed. The challenge of creating programs that encourage and facilitate the sharing of best knowledge practices in our society. In a structured transfer of knowledge, skills and competencies will enable the entire participant to more effectively compete in today's global knowledge economy. Especially India is a country possessing a wide range of knowledge sectors of her own, including Yoga, Medicine, and Crafting etc. India could exploit the tremendous opportunities also in biotechnology that could unleash a new growth pattern in Agriculture, Cuisine, Architecture, Folk-themes in society and many new associates spend more economy on related research areas.

India also has major sources of competitive advantage in health, leisure and entertainment. According to Ambani, Indian corporations must seize the opportunities for knowledge-led growth by investing in intellectual capital and building capabilities around people. To be successful, corporations must also be flat, informal and nimble-footed to be able to cope with rapid change and capture emerging markets thrown up by globalization.

### **Challenges for Women in Knowledge Economy**

It has really made significantly explosive by distributing the various process of production and execution –manufacturing, testing information management, advertising and marketing-need not be in the same geographic location. Globalisation has its effect on space, time and distance. Our educational system must reshape in ways that are 'consistent with their universal priorities'.

The following challenges to be cared for women to make them proficient for the knowledge economy:

1. Lack of Global skills can be developed through team work as now prevailed in multinational companies. Especially global virtual teams can perform more effectively and efficiently. But most important is that the woman never lacks the capacity to learn new skills and assimilate new knowledge.
2. Work pressure arising from surroundings becomes overburdened for the consistent functioning of women. It should be structured and productive in its sense.

3. The low access to documentation and information and communication technologies, which are all impediments to any research undertaken based on gender.
4. The family constraints which are particularly heavy for women compared to men.
5. The access, processes and outcomes are distinct aspects of higher education that need to be examined separately. This helps to build a theory of what economic, social, cultural and political trends can be expected to affect the role of gender in the education sphere.
6. Educational decision-making processes need more attention, since now this data abstracts away from socially embedded processes.
7. Difficulties in publishing articles in first rate international reviews which results in the lack of exposure to what really happen in specific context.

Parity between men and women in quality knowledge is still far from being achieved. The number of women is still so low that considerable efforts have to be made to narrow the gap. We need substantial material and financial resources, a solid partnership among the various education sector stakeholders and strong political commitment to achieve meaningful results.

### **Strategies to Strengthen Knowledge Economy**

Globalisation opened the window to the competitive world of ideas, knowledge and skills. That means high skills will provide high wages. Income reflects the level of skills. Those employees, who are more productive, have greater market worth. Hence the importance of strengthening the knowledge economy can include the following strategies:

1. Create and support a forum to connect scientist, information technologists, policy makers and practitioners for the purpose of rethinking education in the age of information.
2. Support mechanisms for the exchange of ideas and experiences in the form of technological perspective.
3. Develop gender-friendly, related to everyday life and local Context Curriculum Resource Materials.
4. Acquisition of Conceptual knowledge through integration across the curriculum.
5. Engage in the design of pilot "learning communities" that expands the time and space dimensions of education.
6. Encourage, and engage in, collaborative schemes for the development of educational curriculum related software that can be used worldwide to achieve economics of scale and expertise.
7. Support the design of information infrastructure that is most appropriate for education and that is cost-effective, implementable and sustainable at large scales



8. Employ information communication technologies to create a networked collaborative learning environment.
9. Adopt the Comprehensive Instrumentation Process in the acquisition of Knowledge which includes (1) Conceptual Process evaluation (2) Procedural Process evaluation (3) Analytical Process evaluation (4) Experiential Process evaluation (5) Conclusive Process evaluation (6) Summary Process evaluation.
10. The training methods like The Wall. This is a tool for analysing the global economy from a gender perspective, which Economic Literacy - a tool for women's empowerment in Nicaragua uses women's own lived experiences as a starting point. Participants start by identifying their contribution and what they value most about being women in relation to the home, the community, workplace and organisation. Participants share their ideas and write them on paper 'stones', which they then stick on to a large paper wall, which represents the economy. In this way, participants are able to develop an understanding of the connections between women's daily experiences and global economic trends, and how these result in changes such as increases in the cost of living, cuts in public services, and difficulties in earning an income. Participants are also able to analyse how women and men are affected differently by economic changes.

## Conclusion

In ancient period, land and material wealth was most important, but now it was replaced by power, privilege and wealth. The shift from bloody wars to knowledge wars represents the highest stage of evolutionary developments in the knowledge economy. The difference between body work and brain work are still unclear. Again the relationship between employment, productivity and economic growth is remaining unclear.

Here the importance must be given to the branding of universities and faculty members are integral to the organisation of global skills. If all the educational institutions are supported to respond effectively to employers desires to equip with the skills to excel in the globalised economy.

In short the knowledge of global skills among Indian women will help to engage in productive, healthy forms of employment that enhance the quality of life and knowledge economy and also help to meet the increasing demands of global enterprises operating within the global economy. Developing countries are still telecentres, but these telecentres serves much in creating opportunities for communities in emerging economics. So we need to create a space in which we can openly address the fragmentation that divides us, and the challenges and opportunities inside our movements. The current world economic crisis presents an opportunity to revitalise our alliances, recover the passion and celebrate new gains with other progressive movements. Those of us active in the education for all movement and the global women's movement need to build on our considerable experience of coalition

building with other social movements to begin to work together to address the real issues that limit women's lives, such as chronic poverty and violence, whether or not that be in an educational context. We need to go beyond our isolated experiences of engagement with others and demonstrate our contribution to another possible world.

To reap the benefits of the expanding horizons of the global knowledge economy, India should put forward the economic reforms with greater emphasis on fine tuning of policy-mix. India missed the Industrial Revolution for her policy failures. But India can win the Knowledge Revolution with the judicious blending of talents, expertise and economic achievements.

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## **Guidance Needs of Government Senior Secondary School Students of Delhi**

**Ashok Kumar**

Guidance covers the whole process of education which starts from the birth of the child. As individuals need help throughout their lives, it is not wrong to say that guidance is needed from the cradle to the grave. Guidance is as old as the human civilization. In the primitive society, elders in the family offered guidance to the young and to persons in distress. Even today, in India guidance whether in educational, vocational or personal matters, is sought from family elders. Guidance - unorganized and informal - in all places and at all levels has been a vital aspect of the educational process.

Guidance refers to leading a person to self-actualization or helping him/her to develop his/her full potential. This objective of self-actualization is difficult to be attained if a student is unaware of or unrealistic about his potential.

Phases of Guidance cover the complete progress of education, which starts from the birth to death, so it is lifelong process. It is right to say that guidance & counseling is needed from the cradle to the grave. In the primal society, elders in the family act as guide offers his/ her guidance to the young one of the society and to persons in pain or difficulties. Present is not different, now a days. Whether in educational & vocational settings in personal matters, is being sought from family & society elders/ experts. Guidance - unorganized and informal - in all places and at all levels thus it has a vital role in the educational process of individual.

### **Rationale of the study**

In the current academic scenario we observe a great number of adolescents facing various problems in their life along with life dissatisfaction in several aspects. Their dissatisfaction can be resolved through a proper guidance and counseling at the school level. Guidance and counseling is considered as the third force in education and it is an integral part of educational system (Bhatnagar & Gupta, 1999).

“True Guidance is like a ‘Torch’ in a Dark forest.” It doesn’t show everything at once, but gives enough light for the next step to be safe. Crow and Crow, “Guidance touches every aspect of an individual’s personality- physical, mental, emotional and social so, it is an universal process, As a human being at every stage of life s/he need help in reference to personal, academic, psychological, vocational and as well as social”.

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*This research paper is partially based on the dissertation submitted to IGNOU as part of  
Master's Degree in Psychology.*

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All individuals during adolescence continuously search for emotional, social, and economic independence. It is a stage during which individuals utilize a more mature and complex level the ability to give as well as receive, to communicate with others and to trust them, and to learn what is harmful and what is good for themselves and others. Moreover, the student life is getting complex day by day. Guidance is needed to help the students for optimum achievement and adequate adjustment in the varied life situations as well as Crow and Crow have given the aims of educational guidance at the secondary school level year (i) Select the curriculum that best fits his abilities, interests and future needs, (ii) Develop work and study habits that enable him to achieve satisfactory success in his studies, (iii), Gain some experiences in learning areas outside the particular field of his special interests and talents, (iv) Discover all that his school has to offer and plan a programme of studies accordingly, (v) Learn about the purpose and function of the school that he may wish to attend later, (vi) Select try out courses in order to gain insight into learning areas that still lie ahead, (vii) Participate in out-of-class activities in which he can develop potential leadership qualities and (viii) Appraise his fitness for continued study in a college or other school or in a particular vocation. Need analysis of the students in the schools show the need of guidance and counseling services, in the education, profession, vocation, social, health, moral, personal and marital areas. Therefore Guidance service is needed to help students deal effectively with the formal developmental tasks of adolescent life situations boldly. At the secondary stage guidance programme must help the children to make good beginning, to plan intelligently, to get the best out of their education and prepare them for senior secondary schools. Educational guidance needs to be used in diagnosing difficulties, in identifying the special needs of children.

### **Objectives of the Study**

The objective was (i) to study the needs of Guidance of senior secondary school students in relation to family income and (ii) to study the needs of Guidance of senior secondary school students in relation to academic stream (i.e. Arts/ Commerce/ Science).

### **Review of related literature**

**Eyo et. al. (2010)** revealed that students' attitude at secondary school stage towards guidance and counselling was significantly positive and that the gender and school location significantly influenced students' attitude towards guidance services. Guidance is the bedrock for achieving self-actualization. It is a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals.

**Mehmood Amir, Rashid & Azeem, (2011)** conducted the study on "Impact of Guidance and Counseling on Academic Performance" the findings of the study (i)

Guidance and counseling is necessary for all students, especially at an elementary level. (ii) Guidance and counseling improves the achievement of students. (iii) Guidance and counseling improves students' achievement in subjective type questions. (iv) Guidance and counseling have the comparatively low impact on multiple choice items. (v) Guidance and counseling have the greater effect on male students than female students.

**Sharma and Kaur (2012)** conducted a study on Guidance needs Inventory by Guidance Needs of Adolescents In Relation To Gender, Locale and Type of School, with an aim to study the guidance needs of adolescents in relation to gender, locale and type of school. Findings of the study revealed no significant difference in guidance needs of adolescent boys and girls while significant difference was found in guidance needs of rural and urban, government and private school adolescents. The students of government and private schools differ significantly for their guidance needs.

**Tawiah, Graham, & Alberta (2015)** conducted a study on "Impact of Guidance and Counseling on Academic Performance". Findings of the study (i) guidance and counseling services have a positive effect on students. (ii) Guidance and counseling services have a positive effect on students' academic achievements.

**Ashok and Dixit (2016)** conducted the study on identification of guidance and counseling needs of secondary school students of Delhi. The findings of the study secondary school students are highly in need of counseling support for Need to tackle for psychological, Need for achievement and Need for vocation. It is high time to implement counseling programmes considering students, teachers and parental needs in secondary schools.

**Ashok and Dixit (2017)** conducted the study of guidance needs of govt. secondary school students of Delhi, the findings of the study Overall Gender (Male/Female) does not affect all areas (physical, social, psychological, educational and vocational) of guidance need of senior secondary school students, the Location (Urban/ Rural) does not affect the all types of guidance except vocational and educational guidance need of senior secondary school students and categories (SC/ ST/OBC) does not affect the physical, social, psychological, educational and vocational guidance need of senior secondary school students.

### **Method**

The method of study was Descriptive Survey.

### **Population**

The students of Senior Secondary School in Delhi.

### **Sample**

Random Sampling Method was used to select the required number of sample from the identified population. The sample consists of 100 students taken from different government Senior Secondary Schools of North Delhi.

## Tools Used

The investigator used the Guidance Needs Inventory (GNI) prepared and standardized by Dr. J.S. Grewal, The GNI used was to identify the type and strength of guidance needs of an individual student in five areas, namely, Physical, Social, Psychological, Educational and Vocational.

## Statistical Techniques Used

In order to testify the hypotheses, statistical techniques like Mean, Standard Deviation and t-test and ANOVA was used.

## Limitation of study

The study was limited to North Delhi Government Senior Secondary Schools. Apart from this two other limitations were lack of financial assistance from any source and stipulated time duration for the study.

## Analysis of the data and Findings

**Table-1 is regarding significance of difference in mean scores of guidance needs of academic streams of Government Senior Secondary School students**

		Sum of Squares	df	Mean Square	F	Sig.	Significant/non-significant
Physical	Between Groups	72.90	3	24.30	.811	.492	NS
	Within Groups	2216.43	74	29.95			
	Total	2289.34	77				
social	Between Groups	71.89	3	23.96	3.735	.015	S
	Within Groups	474.82	74	6.41			
	Total	546.718	77				
Psychological	Between Groups	291.38	3	97.12	1.023	.387	NS
	Within Groups	7026.57	74	94.95			
	Total	7317.96	77				
Educational	Between Groups	384.60	3	128.20	1.256	.296	NS
	Within Groups	7552.38	74	102.05			
	Total	7936.98	77				
Vocational	Between Groups	354.67	3	118.22	3.728	.015	S
	Within Groups	2346.50	74	31.709			
	Total	2701.17	77				
Total	Between Groups	2573.00	3	857.66	1.085	.361	NS
	Within Groups	58498.49	74	790.52			
	Total	61071.50	77				

The data given in Table-1 clearly reflects that -

- i. p-value for academic stream difference in physical guidance needs is 0.492, which is not significant at .05 level of significance. It means that there is no significant academic stream difference in mean scores of physical guidance needs of senior secondary school students. So, academic stream does not affect the Physical guidance need of senior secondary school students.
- ii. p-value for academic stream difference in social guidance needs is 0.015 which is significant at .01 level of significance. It means that there is significant academic stream difference in mean scores of social guidance needs of senior secondary school students. So, academic streams affect the social guidance need of senior secondary school students.
- iii. p-value for academic stream difference in psychological guidance needs is 0.387 which is not significant at .05 level of significance. It means that there is no significant academic stream difference in mean scores of psychological guidance needs of senior secondary school students. So, an academic stream does not affect psychological guidance needs of senior secondary school students.
- iv. p-value for academic stream difference in educational guidance needs is 0.296 which is not significant. It means that there is no significant academic stream difference in mean scores of educational guidance needs of senior secondary school students. So, academic streams do not affect educational guidance needs of senior secondary schools students.
- v. p-value for academic stream difference in vocational guidance needs is 0.015 which is significant at .01 level of significance. It means that there is significant academic streams difference in mean scores of vocational guidance needs of senior secondary school students. Therefore academic streams need vocational guidance. So academic streams affect the vocational guidance needs of senior secondary school students.
- vi. p-value for academic streams difference in physical, social, psychological, educational and vocational of guidance needs is 0.361 which is not significant at .05 and .01 level of significance except social and vocational. It means that there is no significant academic stream difference in mean scores of guidance needs except social and vocational of senior secondary school students.

Hence, academic streams affect except social and vocational guidance needs of Senior Secondary School students.

Hence, the Null Hypothesis, "there is no significant difference between the physical, social, psychological, educational and vocational guidance needs of academic streams of Senior Secondary School students", stands accepted.

**Table 2 – Significance of difference in mean scores of guidance needs of family income of senior secondary school students.**

**Table - 2 Guidance Needs in relation to Guidance needs**

		Sum of Squares	df	Mean Square	F	Sig.	Significant/ Non-significant
Physical	Between Groups	3.010	1	3.010	.100	.753	NS
	Within Groups	2286.337	76	30.083			
	Total	2289.346	77				
Social	Between Groups	.781	1	.781	.109	.742	NS
	Within Groups	545.937	76	7.183			
	Total	546.718	77				
Psychological	Between Groups	4.362	1	4.362	.045	.832	NS
	Within Groups	7313.60	76	96.232			
	Total	7317.962	77				
Educational	Between Groups	641.984	1	641.984	6.688	.012	S
	Within Groups	7295.003	76	95.987			
	Total	7936.987	77				
Vocational	Between Groups	128.532	1	128.532	3.797	.055	S
	Within Groups	2572.648	76	33.851			
	Total	2701.179	77				
Total	Between Groups	1384.211	1	1384.211	1.763	.188	NS
	Within Groups	59687.289	76	785.359			
	Total	61071.500	77				

**NS-** Not Significance, **S-** Significance

From Table - 2 it has been found that -

- i. p-value for family income difference in physical guidance needs is 0.753, which is not significant at .05 level of significance . It means that there is no significant family income difference in mean scores of physical guidance needs of senior secondary school students. So, family income does not affect the physical guidance need of senior secondary school students.
- ii. p-value for family income difference in social guidance needs is 0.742 which is not significant at .05 level of significance . It means that there is no significant family income difference in mean scores of social guidance needs of secondary school students. So, family income does not affect the social guidance need of senior secondary school students.
- iii. p-value for family income difference in psychological guidance needs is 0.832 which is not significant at .05 level of significance . It means that there is no significant family income difference in mean scores of psychological guidance needs of senior secondary school students. So family income does not affect the psychological guidance need of senior secondary school students.



- iv. p-value for family income difference in educational guidance needs is 0.012 which is significant at .05 level of significance. It means that there is significant family income difference in mean scores of educational guidance needs of senior secondary school students. So, family income affects the educational guidance need of senior secondary school students.
- v. p-value for family income difference in vocational guidance needs is 0.055 which is significant at .05 level of significance. It means that there is significant family income difference in mean scores of vocational guidance needs of senior secondary school students. So, family income affects the vocational guidance need of senior secondary school students.
- vi. p-value for family income difference in physical, social, psychological, educational and vocational of guidance needs is 0.188 which is not significant except educational and vocational. So family income affects the educational and vocational guidance need of senior secondary school students.

In view of this, the Null Hypothesis, "there is no significant difference between the guidance needs of family income of Senior Secondary School students", stands accepted.

### Major Findings the study

- i. Academic streams (commerce/ arts/ science) do not affect the Physical guidance need of senior secondary school students.
- ii. Academic streams (commerce /arts/ science) affect the social guidance need of senior secondary school students.
- iii. Academic streams (commerce /arts /science) do not affect psychological guidance needs of senior secondary school students.
- iv. Academic streams (commerce/ arts/ science) do not affect educational guidance needs of senior secondary schools students.
- v. Academic streams (commerce/ arts/ science) affect the vocational guidance needs of senior secondary school students.

Overall the academic streams (commerce/arts/science) do not affect except social and vocational guidance needs of Senior Secondary School students.

- i. Family income does not affect the physical guidance need of senior secondary school students.
- ii. Family income does not affect the social guidance need of senior secondary school students.
- iii. Family income does not affect the psychological guidance need of senior secondary school students.
- iv. Family income affects the educational guidance need of senior secondary school students.
- v. Family income affects the vocational guidance need of senior secondary school students.

Overall the family income does not affect all areas of guidance needs except educational and vocational guidance of Senior Secondary School students.

## Conclusion

Guidance is essential for every individual, especially in the age of adolescent during which the children are usually in Senior Secondary Schools to take these services and it is the responsibility of the school concerned to provide these services along with the help of parents. Family income and academic stream does not affect all areas of guidance needs of Government Senior Secondary School students except two areas.

## Recommendations

### Based on the findings of the study, it is recommended that -

- i. All schools should provide basic resources for guidance and counseling. These include a dedicated counseling room, computers and psychological tests, and office equipped with reference materials as well as adequate career counseling resource materials.
- ii. There is a need to offer Counselors all necessary assistance and support they deserve such as financial and moral.
- iii. There should be a policy in place which ensures the appointment of Educational Vocational Guidance Counselors (EVGCs) on full-time basis in all schools.

The researcher recommends further research in Guidance and Counseling and especially in the following areas:

- i. Study the guidance needs of Senior Secondary Schools students in private and public schools in relation to occupational aspirations, parents education and income.
- ii. Need Assessment of students counseling services.
- iii. Use of counseling in determining the career choices of Secondary School students.
- iv. Influence of professional training given to Head Teachers in Guidance and Counseling and academic performance in schools.

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## **Impact of Continuing Education Programmes on the Empowerment of Women in Kerala**

***Soosamma P. A.***

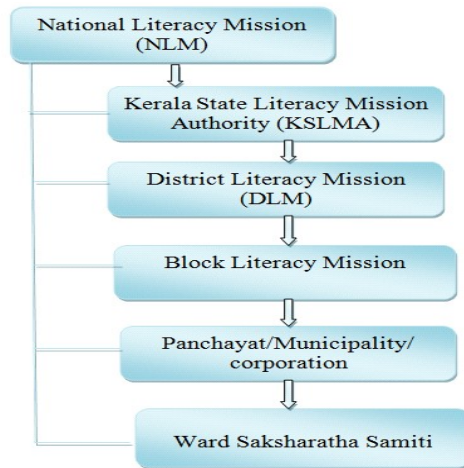
Education is considered to be one of the most important ingredients in the development and self determination of all human beings. It is especially true for the weaker sections of the society including women and other disadvantaged ones. According to Jawaharlal Nehru, "When you educate a man you educate an individual, but when you educate a woman you educate the entire family".

Educated and skilled people are an asset to the nation. Education helps a nation in her economic development, social progress, political progress, scientific advancement and cultural progress. Education in its right spirit must deal with the development of all human resources for a better life for all and therefore it must be linked with the life of the community. But still a good number of people especially women cannot complete their formal education.

In the words of Dr. A P J Abdul Kalam, Empowerment of women leads to development of a good family, good society and, ultimately, a good nation. When the woman is happy, the home is happy. When the home is happy, the society is happy and when the society is happy the state is happy and when the state is happy there will be peace in the country and it will develop at greater pace.'International community has been taking serious view of the lack of education among children, women and adults, particularly in the less developed and least developed countries of the world. Our government has devised several plans to educate those who left their studies midway. Continuing education is one such programme that aims at improving the quality of life of its learners.

Continuing Education (CE) enables women to learn and earn simultaneously. The ultimate goal of CE is to have a significant impact on the learners, an impact that results in a measurable increase in the learners' educational, personal, social and economic development. In this study, CE is taken as an extension of non-formal education for those who cannot continue their education because of socio-economic and other such factors.

### Structure of CE in Kerala



The figure shows the structure of Continuing Education in Kerala. The organizational structure of CEP is democratic in nature.

### Need and Significance of the Study

CE is one of the institutional mechanisms that can raise the status of the weaker sections. The study strives to reflect upon the efforts made so far in this field, to understand the limitations so that corrective measures may be adopted for the improvement of the programme. Limited research studies have been reported in the area of CE to give any indication of the trend.

### Statement of the Problem

The present study is entitled as "Impact of Continuing Education Programme on the Empowerment of Women in Kerala". The study examined the impact of TSFP (Task Specific Functional Programme) on women empowerment.

### Operational Definition of Key Terms

#### Impact

In the present study 'Impact' is taken as a strong effect or influence.

#### Continuing Education

In the Indian context, Continuing Education can be defined as an extension of education, formal or non-formal, part-time or full-time for young people and adults

beyond the school learning age, aiming at the achievement of certain specific knowledge, attitudes or skills, which may improve the quality of life in personal, social, economic, political, cultural, technical and scientific aspects of life.

The present study is confined to the CEP initiated by the NLM through SLMA for illiterates, neo-literates, dropouts, push-outs and such other similar groups. Four types of CEPs have been implemented in Kerala. Together they are referred to as Target Specific Functional Programmes.

## **Empowerment**

Developing awareness and capacity building in educational, personal, economic, social and political areas for facilitating greater participation in all activities of life.

Women in Kerala: Women above the age of eighteen years who are the beneficiaries of CEP in Kerala.

## **Objectives of the Study**

1. To study the origin and development of Continuing Education Programme in Kerala.
2. To identify the organizational structure of Continuing Education Programme in Kerala.
3. To examine the implementation process of Continuing Education Programme.
4. To examine the role played by women preraks in the empowerment of women through Continuing Education Programme.
5. To find out the impact of Continuing Education Programme on the empowerment of women in Kerala.
6. To find out whether socio-economic status, age, locality, caste category and districts make any significant difference in the empowerment of women beneficiaries of Continuing Education Programme.
7. To identify the best practices in Continuing Education Programme.
8. To identify the problems faced by both women preraks and women beneficiaries.
9. To offer suggestions for improving the women empowerment process based on the study.

## **Hypothesis of the Study**

Women are significantly empowered as a result of their successful completion of Continuing Education Programme.

## **Methodology**

Survey Method was adopted for the study.

## Sample

The sample of the study consisted of 546 women beneficiaries, 302 Preraks and 16 Resource persons including District Programme Coordinators (DPC) and Assistant District Programme Coordinators (ADPC) in the field of continuing education from 72 centres across six districts of Kerala – Pathanamthitta, Alappuzha, Kottayam, Idukki, Ernakulam and Kasargod. Besides, five Experts and five Officials from the field of continuing education and women empowerment were identified.

## Tools Used for the Study

- i. Study of Documents published by NLM/Saakshar Bharat, SLMA, SRC Kerala, Review Reports of sample Districts, National Policy on Education (1986 and modified 1992)
- ii. Questionnaire for preraks
- iii. Questionnaire for beneficiaries
- iv. Interview Schedules to collect data from: 1) District Programme Co-ordinators (DPC)/Asst. District Programme Co-ordinators (ADPC), 2) Preraks, 3) Beneficiaries
- v. Interview (unstructured) with Experts and Officials.
- vi. Participatory observation of Continuing Education Programme
- vii. Focus group discussion with beneficiaries.
- viii. Study of best practices

## Statistical Techniques Used

Descriptive Statistics:

Calculation of Percentage, Mean, Standard Deviation

Inferential statistics:

t-test and Analysis of Variance (ANOVA)

## Scope of the Study

The investigator has selected certain important dimensions of women empowerment and analyzed them to find out the overall impact of continuing education on the empowerment of women through Target Specific Functional Programmes (TSFP).

The dimensions of women empowerment selected for the study are educational, personal, economic, social and political.

1. Educational Empowerment (ability to improve their level of knowledge/ awareness which will be applicable in their everyday life; ability to change their attitude/behavior and acquire new skills);
2. Personal Empowerment (ability to understand ones strengths, limitations and how to utilise the opportunities; ability to make appropriate decisions);
3. Economic Empowerment (ability to generate income; exercise of economic freedom);
4. Social and Political Empowerment (ability to understand and go along with others; ability to follow and apply democratic values).

The Target Specific Functional Programmes (TSFP) Selected for the Study:

The target specific functional programmes are Equivalency Programme (EP), Income Generating Programme (IGP), Quality of Life Improvement Programme (QLIP) and Individual Interest Promotion Programme (IIPP)

EP- An alternative Education that is equivalent to the existing formal system of education.

IG - Part and parcel of poverty alleviation programme.

QLIP - Programme designed to enhance the well being of all citizens- helping to raise living standards and to improve life styles through education. Eg: Awareness programme.

IIPP- Promotion of specialized individual interests.

In order to examine the group differences in the level of empowerment, important group factors like religion, locality, age, educational qualification, income, occupation and district were taken into account.

### **Limitations of the Study**

- Only four essential dimensions of women empowerment were selected for the study.
- Due to time limitation only four of the Continuing Education Programme was selected (Equivalency Programme, Income Generating Programme, Individual Interest Promotion Programme and Quality of Life Improvement Programme) for the study.
- Only women learners and women preraks were included in the study.

### **Major Findings of the Study**

The findings of the present study are likely to strengthen the Continuing Education

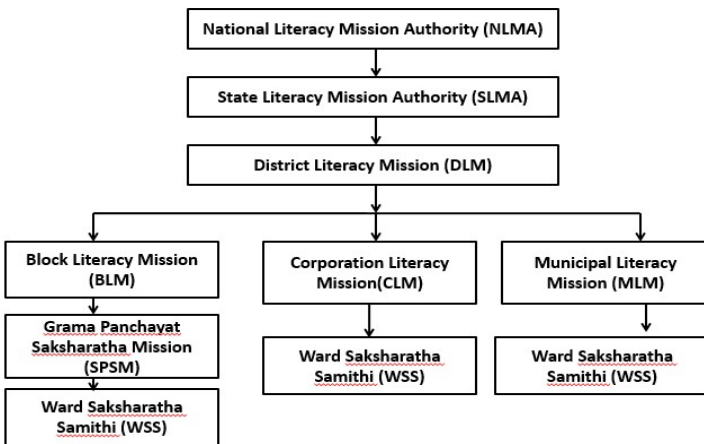


Programmes and women empowerment in all the phases – planning, implementation, evaluation and follow-up in future. The findings of the study may be used for strengthening the programme for empowerment.

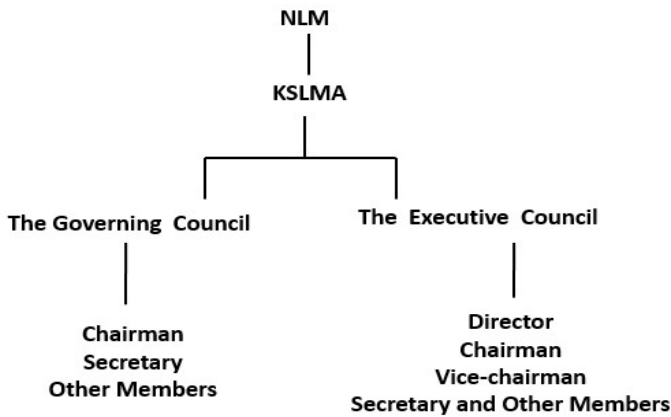
### Origin and Development of Continuing Education Programme (CEP) in Kerala

Continuing Education Programme in Kerala had its roots in FFLP, RFLP, Point No. 16 of the New 20 Point Economic Programme and Total Literacy Campaign. The major literacy campaigns in Kerala had resulted in the evolution of Continuing Education Programme. While Total Literacy Campaign and Post Literacy Programme were involved with imparting basic literacy based on volunteerism, CEP was more a holistic approach of development of skills related to life, along with creation of basic infrastructure at the grassroots level. Continuing Education Programme, with new and specific goals, was started in the year 1998. It was a continuation of the Total Literacy Campaign.

### The organizational structure and the implementation process of CEP in Kerala



The Kerala State Literacy Mission Authority (KSLMA), which is the part of the NLM, is the supreme authority in the state for planning and implementing the Continuing Education Programme. There are state level, district level, block level and local level literacy missions in the state which play an active role in establishing, strengthening and supporting the programme.



The State Literacy Mission had a two-layer structure viz., Governing Council (26 members) and Executive Council (22 members). The Governing Council consisted of chairman, secretary and other members. The Executive Council consisted of chairman, vice chairman, secretary and other members. The Director, the day to day functionary of SLMA, is the ex-officio secretary of the Executive Council. Under the State Level Literacy Mission, there are district/ block/corporation/municipality and panchayat level literacy missions. The whole programme is implemented in a decentralized pattern.

The overall management of the programme of CE vests at the district level with the District Literacy Committee. The functioning of CEP at the district level is carried out under the supervision and guidance of District Programme Coordinator (DPC) and Assistant DPC. It was found that the basic unit of the CEP was the Continuing Education Centre (CEC) with a Nodal Continuing Education Centre (NCEC) overseeing the working of a cluster of CECs. The CEC/NCEC will be under the charge of a facilitator called the prerak, who would be, as far as possible, a member of the local community. A democratic culture is inculcated in the organization of CEP through decentralization.

From the analysis, it was found that women preraks play an active role in women empowerment by undertaking the programmes coming under CEP with much enthusiasm. They were instrumental in conducting variety of programmes with the active participation of experts in the respective fields aiming at the development of the learner with special focus on women. The preraks are always enthusiastic in the clarification of doubts by women beneficiaries and they ensure that the individual capacities are developed to the maximum. They take part actively in conducting discussions on topics like equality of women, women participation in community activities and women empowerment to sensitize women on their rights. All these measures from the part of preraks clearly indicate that they are very active in empowering women in all possible ways.

**Role of Preraks**

78% of preraks organized discussions on topics like equality of women, women participation in community activities, women empowerment, women rights etc. 83% of preraks were able to clarify the doubts of learners regarding governmental and non- governmental assistance and concession. 56% of preraks assisted the beneficiaries in identifying and developing the individual capabilities of learners.

**The Impact of Continuing Education Programme on Women Empowerment in Kerala**

Continuing Education Programmes	Women Empowerment-Components	N	Before		After		df	t-value
			Mean	SD	Mean	SD		
Equivalency Programme	Educational	354	6.07	1.27	8.84	1.29	353	28.95**
	Personal	354	5.99	1.31	9.10	1.50	353	30.20**
	Economic	354	5.95	1.30	7.56	2.30	353	11.55**
	Social & Political	354	5.94	1.30	7.98	1.86	353	17.43**
<i>All components with regard to Equivalency Programme</i>		354	23.94	2.56	33.41	5.72	353	29.40**
Income Generating Programme	Educational	403	6.44	1.25	7.72	2.36	402	9.66**
	Personal	403	6.37	1.22	8.27	1.71	399	18.67**
	Economic	403	6.31	1.26	7.28	2.11	400	7.97**
	Social & Political	403	6.33	1.27	7.26	2.16	401	7.29**
<i>All components with regard to Income Generating Programme</i>		403	25.35	2.98	30.56	6.91	402	13.81**

Continuing Education Programmes	Women Empowerment-Components	No	Before (M)		After (M)		df	t-value
Individual Interest Promotion Programme	Educational	372	4.72	1.32	7.26	2.24	371	18.98**
	Personal	372	4.85	1.21	8.48	1.74	371	32.99**
	Economic	372	4.50	1.49	7.19	2.60	371	18.29**
	Social & Political	372	4.43	1.48	7.31	2.10	371	22.33**
<i>All components with regard to Individual Interest Promotion Programme</i>		372	18.48	3.14	30.07	6.95	371	29.84**
Quality of Life Improvement Programme	Educational	404	4.99	0.96	8.28	1.93	403	31.55**
	Personal	404	4.99	0.97	8.27	1.98	402	29.70**
	Economic	404	4.98	0.99	7.65	2.10	403	23.25**
	Social & Political	404	4.99	0.98	7.93	1.99	403	26.73**
<i>All components with regard to Quality of Life Improvement Programme</i>		404	19.94	2.32	32.09	6.73	403	34.49**
<i>All components with regard to Continuing Education Programme</i>		546	61.57	21.34	88.45	34.22	545	31.07**

The mean values of women empowerment before and after attending all the Continuing Education Programmes taken together are 61.57 and 88.45 respectively. The obtained t-value 31.07 is greater than the table value 2.58 at 0.01 level. Hence there is significant difference in the empowerment of women when all the Continuing Education Programmes are taken together. The hypothesis “women are significantly empowered as a result of their successful completion of the Continuing Education Programme” is accepted. Thus Continuing Education Programme is effective for empowering women with respect to the components – educational, personal, economic, social and political.

### **Influence of Socio-Economic Status, Age, Locality, Caste Category and Districts in the Empowerment of Women Beneficiaries of CEP**

The study also revealed some specific results with respect to the impact of socio-demographic variables on Continuing Education Programme. Comparison of the women beneficiaries based on their level of education revealed that prior to attending the Equivalency Programme, there was a significant difference between the beneficiaries who were appearing for 4<sup>th</sup> standard, 7<sup>th</sup> standard and 10<sup>th</sup> standard equivalency programme and the difference was observed to be in favour of women beneficiaries having higher qualifications. But after attending the Equivalency Programme, the women beneficiaries who have attended 4<sup>th</sup> standard Equivalency Programme attained a similar level of empowerment on a par with their 7<sup>th</sup> standard and 10<sup>th</sup> standard counterparts. While the women beneficiaries were compared based on age group, it was found that there is no significant difference between these groups prior to the programmes except in the case of Quality of Life Improvement Programme. But after these programmes, it was found that those who are in the 30-40, 40-50 and above 50 age groups have gained significantly in Equivalency Programme compared to their counterparts. In the case of Income Generating Programme, the women beneficiaries in the 40-50 age group benefitted more compared to others and in Individual Interest Promotion Programme, 30-40, 40-50 and above 50 age groups have significant improvement than others. But Continuing education as a whole has considerably benefitted those who are in the 30-40 age group.

While no urban rural impact was visible prior and after the Continuing Education Programme, district-wise comparison showed that Idukki and Ernakulam districts got maximum benefit from Equivalency Programme.

### **Best Practices in the Continuing Education Programme for Women Empowerment**

The investigator identified the best practices through the application of adequate tools. Participatory observation proved to be very effective in getting certain key information regarding the best practices of CEP. The investigator collected the necessary details of best practices also by implementing the focus group discussion

guide on beneficiaries in six districts. Also the investigator conducted 21 case studies from which in-depth analysis of five case studies were done. This enabled the researcher to pinpoint the best practices in this field. The best practices in CEP that were capable of improving the women empowerment process as observed by the investigator are given below. It was identified that the best practices of Continuing Education Programme for women empowerment were Equivalency programme particularly 10<sup>th</sup> 'A' level course, Awareness programme for women, Self-Help Groups and Income Generating Programme, Arts festival and Recognition by people (Contest in elections). The leadership qualities of women were recognized by the society as evident from the fact that many preraks (269) and beneficiaries were elected to the Panchayati Raj Institutions (PRIs), the governing bodies of co-operative societies and Mother Parent Teacher Associations.

### **Problems Faced by Women Preraks and Women Beneficiaries of the CEP**

The main problems felt by women preraks were non-recognition of hardworking preraks, inadequate honorarium, inability to identify and motivate learners, irregular evaluation of CEP, lack of training in using ICT, and insufficient fund allocation for projects in CEP.

The problems faced by women beneficiaries were; inadequate infrastructure facilities in the Continuing Education Centres, paucity of funds, lack of motivation among women preraks due to low rate of honorarium, lethargic attitude of Panchayati Raj Institutions and political initiative which was visible during the literacy campaign was lacking to a large extent in CEP.

### **Recommendations**

Continuing Education Programme is effective in empowering the women beneficiaries of Kerala. Some of the recommendations arrived at from the findings of the study are given below:

1. The CEP may be strengthened and expanded with a view to give adequate importance to the personal, educational, economic, health and hygiene, socio-political, legal and cultural dimensions of women empowerment. KSLMA may take active lead in this regard.
2. Introduction of computer literacy programmes in all the CECs may be made the responsibility of the local self-governing bodies. Resources for the programme may be mobilized in collaboration with IT@School, Department of General Education, Social Welfare Department and Women Development Corporation.
3. Ensure co-ordination among various agencies like Village, Block and District Panchayaths and functionaries in Continuing Education Programme through continual review meetings, under the auspices of the District Collector and District Literacy Mission Coordinator.

4. Provision may be made to appoint a Committee to revise the honorarium for preraks with special attention to women preraks at least in five years and to allot reasonable increment similar to that of other field staff in government service. Approximately 10% of income generated through equivalency programme may be utilized as the welfare fund for women preraks.
5. A Directorate of Non- Formal Education may be created in the State for co-ordination of various activities of CEP.
6. A policy for non formal education in tune with the formal education may be developed by the government for the systematic implementation of non-formal/continuing education in the state.
7. The authorities may take necessary steps for the involvement of LSGs in the identification and motivation of learners.
8. Best performance at district and block level may be recognized through awards.
9. As the Equivalency Programme plays a significant role in the empowerment of women, it may be extended to higher secondary and higher education in a phased manner. CEP may collaborate with schools, colleges and universities, so that the human and material resources in these institutions can be utilized for imparting the various programmes of CEP. An open university may be established in the state in order to meet the higher education needs of beneficiaries of Equivalency Programme.
10. Though the income generating programmes in CEP was found to be effective, new and innovative avenues for income generation are not given adequate representation in CEP. Self-employment in women may be promoted by including more innovative activities in the IGP. Empowerment mechanisms like microcredit mechanisms, financial literacy programme, digital literacy programme, capacity building programme and self defence mechanisms need encouragement and support from the authority.
11. The infrastructure facilities including building, library, IT and vocational training of CECs may be strengthened by allocating funds by Government, local self-governing bodies and sponsors.

### **Empowerment based Continuing Education Strategy for Women**

The experiences gained while conducting the study inspired the investigator to propose a strategy for enhancing the empowerment of women through CEP namely, Empowerment Based Continuing Education Strategy for Women. Through this strategy, the investigator proposes a general plan of action intended to enhance women empowerment over a long period. It is based on the conceptual framework of CEP, theoretical framework of women empowerment and suggestions and opinions given by preraks, beneficiaries, officials and experts.

It reiterates the role of Panchayati Raj Institutions in the effective implementation of CEP and how infrastructure facilities can be sourced without financial burden.

Collaboration with universities, judicious exploitation of the services of Aganwadis, day care centres, women's only hospital and district institute of education are the measures that can be undertaken to improve women empowerment through CEP. A plan of action taking into account the various dimensions of women empowerment is also formulated.

## Conclusion

Continuing Education Programme is a powerful instrument in mainstreaming the unused potential of the less privileged women by involving them in the process of nation building. It has highly contributed to the enhancement of human resources for building up a learning society in Kerala. It is seen that the women who are still deprived of these opportunities could be much benefitted, if they are also made part of the programme. The present study upholds the beneficial effect of the Continuing Education Programmes in promoting women empowerment in society. Hence it is imperative that the CEP should continue ahead in its full strength and vigour. The investigator hopes that the recommendations arrived at from the study will be of great use in strengthening the functioning of CEP. If these recommendations were considered in its true spirit and implemented properly for the progress and well-being of the marginalized women of the society, it will be a humble yet great beginning in neutralizing the disparities visible in our society. Kerala model has been followed by other states in implementing variety of Continuing Education Programmes.

## Suggestions for further Research

1. Relationship between CEP and economic development of women in Kerala
2. CEP and poverty eradication programmes
3. Impact of CEP on Human Development Index in Kerala
4. Role played by women organizations in the educational development of women in Kerala
5. Influence of government organizations in the development of minority groups in Kerala
6. Analysis of economic development of women and its impact on the education of their children.
7. The impact of CE on the empowerment of women preraks.
8. Comparative studies of CE implemented in various states of India.
9. Follow up studies of Equivalency learners.

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## Impact of Audio Visual Aids in Teaching Learning Process

Heaven Dahiya

*“Create Your Own Visual Style..... Let It Be Unique For Yourself and Yet Identifiable For Others”*

**-Orson Welles**

Education is necessary for everyone. Education is very important, without education no one can lead a good life. Teaching and learning are the important elements in education. Teachers use different methods and materials to teach their students and their effective learning. With the passage of time, different methods and techniques are entered in the field of education and teachers use different kinds of aids to make effective teaching. Teaching aids arouse the interest of learners and help the teachers to explain the concepts easily. Undoubtedly, audio visual aids are those instructional aids which are used in the classroom to encourage teaching learning process.

As **Singh (2005)** defines: **“Any device which by sight and sound increase the individuals’ experience, beyond that acquired through read described as audio visual aids”**

Teaching and learning processes are very crucial at all levels of educational development. If well planned and directed, they are the keys to success and progress of an individual. As **Rather, (2004)** defines: **Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc called instructional Aids.**

### Background

The progress of a nation depends much upon the education and research. Curriculum changes are moving fast, education is changing fast and followed by **instructional methods**. Dynamic approaches are being introduced day-by-day. The aim of this modern education is to stir-up the hidden curiosity and desire of thinking skills, nourishing their behaviors, attitudes and beliefs in order to develop basic and important ..... Hence, freedom should be given to students to ask, inquire, explore and be creative.

In the modern era of language teaching, different innovations are brought in to the field of study so that one can come out of the traditional teaching approaches. Nowadays, trend is more towards communicative language teaching than traditional

grammar teaching. Uses of technological tools enhance learning. It is observed that learner focus on what is being taught by the teacher in the classroom session.

Audio-visual aids have a good impact upon students and teachers as they make the lecture sessions more interesting and helps in focusing the attention of learners directly towards the topic. **Bruner**, a psychologist at New York University advocates, research has shown that people remember 10% of what they hear, 20% of what they read, 80% of what they see and do (lester, 2012). Hence, audio-visual aids are the effective communicative tools between the teachers and the learners.

**Anzaku, (2011)** states that “the term audio-visual materials are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”. Thus, according to the definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience. For example, dramatizing an event or a procedure or making diorama.

### **Review of Related Literature**

Review of literature provides basis to locate pertinent data and new ideas that need to be included in the present study. Related literature review, organized under the following headings:

- A. Literature related to impact of AV Aids in teaching learning process
- B. Literature related to AV Aids enhancing teaching learning process

#### **A. Literature related to impact of AV Aids in teaching learning process:**

**Moeller, & Reitzes (2011)** emphasized the improvising apparatus, making charts and models, doing experiments, conducting exhibitions and demonstrations, setting apparatus, they provides first-hand experience. These activities make the learning easy, effective and fast, it saves a lot of student-teacher time and energy. Improvised aids are useful because, it motivates the learners to create his own teaching-learning material from objects which are easily available to him. Improvised aids promote 'learning by doing and also trigger creativity.'<sup>1</sup>

**Dahar and Faize (2011)** conducted a study to show charts are cheap, handy and easy to use aids which can assist the teacher to help learners to understand the concept in better way. For example, various processes, flow diagrams etc. can be effectively explained using a chart. They help to secure better attention of learners and arouse their interest.<sup>2</sup>

**Nzewuihe (2011)** blackboard should be used to develop a summary of the content

in which various concepts are linked to each other properly. Colored chalks can be used to draw flow charts, concept maps, diagrams etc. to highlight various aspects. Flow diagrams, concept maps, figures, pie charts, bar graphs and other pictorial forms have a high retention and should be used to represent knowledge. Subject, date, topic and sub-topic should be written on the blackboard and before leaving the class, to clean the blackboard for the other teacher to use it. Whiteboards may also be used as screens for Liquid Crystal Display (LCD) projectors or OHP projectors. Greater reflectivity of whiteboard results in brighter projected images.<sup>3</sup>

**Jadal (2011)** discussed that in classrooms, teleconferencing is used to allow the learners to avail of the experiences of the persons or experts who are unable to come physically to interact with the learners. Through this mode the students may ask their doubts/questions to the concerned person and learn from him/her.<sup>4</sup>

**Bude Su. (2009)**, observed that learners do various things themselves, students are actively involved when teaching aids are used. Teacher can use teaching aids to arouse curiosity, to trigger scientific thinking and to help learners identify the cause-effect relationship and provides freedom of thought and actions. The student can discuss their observations, work in groups, can talk and analyze, comment and elaborate their viewpoints. Thus the students feel free when teaching aids are used in the classroom.<sup>5</sup>

**Selvi (2007)** discussed that a model is a three-dimensional projection or representation of a real object. The interested and colorful chart helps the learner to focus within the boundaries on the content and too many lines and pictures make it a complex aids thus defeating the purpose. They help the learner to form better perceptions because a three-dimensional view is available; they give a notion of reality as they bear a close resemblance to the real objects.<sup>6</sup>

**Brinkerhoff (2006)** focuses the most common use of ICT in education is to support teaching and learning. This approach integrates ICT into existing educational practices, ranging from teachers using presentation of software with interactive white boards in face to face sessions, through the course delivered completely on line, often taken at a distance, choice and control of the technology are determined by the needs of the curriculum, institutional policy and commitments, and the discretion of teachers<sup>7</sup>.

**Gillani (2005)** pointed out that important concepts and definitions may be placed on transparencies/slides. Elaborate explanations may be provided orally by the teacher. Diagrams, figures, pictures, processes, flow diagrams and concept maps may be effectively used to enhance understanding by using projected aids.<sup>8</sup>

## **B. Literature related to AV Aids enhancing teaching learning process**

**Dilshad Muhammad et al (2015)** The overall purpose of study was Utilization of

educational media for teaching of physics at higher secondary level. The study specifically analyzes the practices of educational media in physics classroom. The survey research technique was adopted. The questionnaire, interview and observation were the major instruments. Triangulation approach was used to analyze the data. Concrete recommendations were made on the basis of findings.<sup>9</sup>

**Shabiralyani Ghulam et al (2015)** explored the teacher's opinions on the use of visual aids (e.g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading literary texts. The targeted population for this research was the staffs and students of the public and private educational institutions of District Dera Ghazi Khan. In this research, the analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of visual aids.<sup>10</sup>

**Ojowu Ode Elijah (2014)** adopted a survey design study aimed at investigating the extent to which AVs were used in teaching and learning and their impact on teaching and learning in some selected private Secondary Schools in Makurdi metropolis. Two research questions were stated and subsumed in a hypothesis. One hundred and twenty respondents participated in the study. The result revealed that the use of audiovisual resources have significant impact on the teaching and learning in secondary schools.<sup>11</sup>

**Al Mamun Md. Abdullah (2014)** conducted a study is to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method has been followed to collect the data of this research. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio-visuals aids in language teaching.<sup>12</sup>

**Doosur Ashaver, (2013)** conducted a study to evaluate how the library meets the needs of the teachers in supply of audio-visual materials; the types and quality of audio-visual materials available in the college, their frequencies of use and inhibitions and finally what steps the librarian has taken in promoting or creating an awareness of the available audio-visual resources in the library. Two sets of questionnaires were administered to lecturers and staff in order to elucidate the needed information. The College collection of audio-visual materials is fairly adequate. Non-availability, lack of supporting infrastructures and human factors are hindrances to the use of audio-visual aids in the college. There are numerous benefits that students derive from the use of audio-visual aids.<sup>13</sup>

**Nalliveettil George Mathew (2013)** conducted study on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students' approach to using technological

aids. EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators<sup>14</sup>.

**A.S Shridevi et al (2013)** conducted a study to evaluate and compare the effectiveness of conventional small group teaching of mechanism of labour using the dummy pelvis and skull reinforcement with video demonstration, involving 60 final year MBBS students. Both groups had demonstration class by the teacher on the mechanism of labour using the dummy pelvis and fetal skull. Students exposed to the additional teaching learning media had clear understanding and long lasting effect on the must know psychomotor skill being taught.<sup>15</sup>

**Mathew & Alidmat (2013)** conducted a study on the usefulness of audio-visual aids in EFL in Saudi Arabia context. "Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input" In their study, they explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students.<sup>16</sup>

**J. Naga Madhuri (2013)** conducted a study on using audio/visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Bridge the gap between the different types of learners by adding audio/visual aides to your teaching techniques. Since most people are visual learners, it's important to go beyond "spoken words" when educating students. Students are also more likely to learn material is they're exposed to it in a variety of ways. This will also help you assess each student's overall understanding of the desired learning objectives. Authors such as Shakespeare may be easier to understand when the material is seen as well as read. Use film clips to highlight historical events and to provide expert analysis of current situations.<sup>17</sup>

**Rasul Saima et al (2011)** conducted a study designed to analyze the effectiveness of audio visual aids in teaching learning process at university level. On the basis of findings, the conclusion was drawn. It was found that (i) the respondents viewed that A.V aids play important role in teaching learning process (ii) A.V aids make teaching learning process effective (iii) The respondents viewed that A.V aids provide knowledge in depth and detail (iv) It brings change in class room environment. (v) It motivates to teachers and students. On the basis of findings of study, following recommendation were made (1) Teachers may be trained for using A.V aids (2) Teachers may planning before using A.V aids (3) University may provided proper facilities of A.V aids (4) A.V aids may be according to level and interest of students. (5) Training may be provided to student for proper use of A.V aids.<sup>18</sup>

**Ranasinghe and Leisher (2009)**, integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Technology should assist the teacher in creating a collaborative learning environment. Developments in technology gave scope for innovative practices in the classroom.<sup>19</sup>

**Ode and Omokaro (2007)** revealed that learners retain most of what they hear, see and feel than what they merely hear. This concept bears credence to the old Chinese adage which says 'what I hear I forget what I see I remember and what I do I know. A visual instruction encourages the use of audiovisual resources to make abstract ideas more concrete to the learners. Therefore, the teacher's duty is to make learning live, not just something to remember but part of living experience. This can be done effectively by employing the use of audiovisual resources in teaching and learning as a mean of imparting knowledge to learners.<sup>20</sup>

## RATIONALE OF THE STUDY

"Visual-spatial thinkers need to see to think"

-**Bette Fetter**

Audio-visual materials have been in existence for a longtime, but they are often underutilized. It is expected that, following the identification of the hindrances to maximum utilization of audio-visual resources in schools, effort will be made to minimize the effect of the hindrances and promote adequate utilization of the available resources. When the use of audio-visual materials is encouraged, there will definitely be a high demand for the materials and the producers will put in more efforts in the production and even come out with more methods of applying them to teaching and learning. This may tend to expose the learner more to thinking than relying on the teacher.

**Swank R.C (2011)** stressing the effectiveness of visual materials in leaning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous us organic sensation and 3% upon taste smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching and learning processes. This is because; they bring the different senses contributions together to get 100% clarity.

**Natoli, C. (2011)** once again added that "audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems". In other words, students certainly like it more and learn better if they are engaged in important and appealing activities. For example, involving students in bulletin board display will enhance their choice of color and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

**Gopal V. P. (2010)** stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors.

According to **Katherine M. (2009)** “learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials”. During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught, his interest is won and also he is ready to learn.

### **Problem Statement and Scope**

**Title:** “Impact of Audio Visual Aids in Teaching Learning Process”

### **Research Questions**

1. Whether the research subjects have knowledge of audio visual aids in teaching learning process?
2. What is the impact of audio visual aids in Teaching Learning process?
3. What are the benefits of audio visual aids in Teaching Learning process?

### **Objectives of the Study**

1. To assess the post-basic b sc student’s attitude towards use of AV Aids in teaching learning process.
2. To analyze the relationship between attitudes of post-basic b sc student’s regarding use of AV Aids in teaching learning process with selected socio-demographic variables.

### **Hypothesis**

**H<sub>0</sub>** There is no significant relationship between post-basic b sc nursing student’s attitudes towards use of AV Aids in teaching learning process with selected socio-demographic variables.

**H<sub>1</sub>**: There is a significant association between the post-basic b sc nursing student’s attitudes towards use of AV Aids in teaching learning process with selected socio-demographic variables.

### **Operational Definitions**

∞ **Attitude:** It refers to the opinion of the post basic b sc nursing students regarding use of AV Aids in teaching learning process.



- ❏ **Post-Basic Students** – an individual studying post-basic b sc nursing course in nursing institute of BMU.
- ❏ **AV Aids:** training or educational materials directed at the both the sense of hearing and sense of the sight, used in classroom instruction.
- ❏ **Teaching Learning Process:** are actions necessary for accomplish a goal in education.

### Scope

- **DELIMITATIONS OF THE STUDY-** All the students of post-basic b sc nursing course present during the period of data collection and are willing to participate
- **LIMITATIONS OF THE STUDY-** Only post-basic b sc nursing are involved in the study and place of data collection is restricted to only selected nursing institute.

### Methodology of the Study

The methodology of research indicates the general pattern for organizing the procedure and for gathering valid and reliable data for investigation. This chapter deals with the methodology adopted for the study. Research Approach chosen for the research project – Quantitative Approach

- ❏ Research Design chosen for the research project – Action Research Design
- ❏ Dependent Variables selected for the research project are – attitude scores of post-basic students regarding use of AV Aids in teaching learning process.
- ❏ Independent Variable for the research project – Socio-demographic variables.
- ❏ Setting – Nursing Institute of BMU.
- ❏ Sample size- 25 post-basic b sc nursing students of Nursing Institute of BMU.

The rationale for selecting this setting is:

- ✓ Administrative approval
- ✓ Cooperation
- ✓ Availability of adequate samples
- ✓ Approachable location
- ❏ The Population selected for the research project – post-basic b sc nursing students of Nursing Institute of BMU
- ❏ Sampling Technique – Purposive Sampling
- ❏ Sampling Criteria – involves all the students studying in post basic b sc nursing and are willing to participate in nursing institute of BMU, Rohtak.
- ❏ Data Collection Technique for the research project – Self Structured Checklist

### Tool for Data Collection

To assess post-basic b sc nursing student's attitude regarding use of AV Aids in teaching learning process, a Self Structured Checklist was planned, prepared and used by the researcher in the study.

### Description of Research Tool

- Tool of Study – **Structured Questionnaire** (Annexure 1) consists of 2 sections:
  - a) **Section 1- Demographic Data** as: -Age, Pre-university qualification, Source of information.
  - b) **Section 2 – Attitude Checklist** consists of 20 items regarding use of AV Aids in teaching learning process. For each Yes, '1' mark will be given and for No '0' mark will be given.

### Ethical Consideration

- ☞ Ethical clearance has been obtained from the concerned authority of institution.
- ☞ A written Consent obtained from all the subjects.
- ☞ Confidentiality & anonymity of the data assured to the study subjects.
- ☞ Scientific objectivity of the study maintained with honesty & unbiased.

### Data Collection Method

The **Study** was conducted from 1.03.17 to 31.03.17 in Nursing Institute BMU, Rohtak. The research project was conducted on 25 samples selected with the help of purposive sampling method and written consent regarding permission and willingness were taken from institutional heads and students respectively. Hence, on the basis of result of study, the tool was found to be valid and reliable in collection of desirable data.

### Plan for data analysis

Descriptive and Inferential Statistics will be used for analysis of data. Data is analyzed by:

- ☞ Description of sample characteristics in terms of percentage
- ☞ Mean, Standard Deviation, Coefficient of Co-relation of knowledge scores of post-basic students regarding use of AV Aids in teaching learning process.
- ☞ To find significant difference in attitude scores post-basic students with respect to pre-university qualification and source of information regarding use of AV Aids in association with socio-demographic variables.



**Figure 1: Systematic Qualitative Research Process**

### Observation and Results

This chapter deals with the analysis and interpretation of data collected from the responses of 25 post-basic b sc nursing students of Nursing Institute, BMU, Rohtak with the help of structured questionnaire. The purpose of the research project was to assess post basic b sc nursing student's attitude towards use of AV Aids in teaching learning process in nursing institute, BMU Rohtak, Haryana.

Analysis and interpretation of the data are organized under the following sections:

- **Section A:** Demographic Characteristics of Subjects
- **Section B:** Mean, Standard Deviation, Range of knowledge scores of post basic b sc nursing students regarding use of AV Aids in teaching learning process.
- **Section C:** Significance between attitude Mean scores and selected demographic variables.

#### Section - A

**Table 1-Frequency and Percentage distribution of sample characteristics (N=25)**

Sr. No.	DEMOGRAPHIC VARIABLES		DEMOGRAPHIC VARIABLES	FREQUENCY	%
1)	<b>Age (in years)</b>	a.	>21	0	00
		b.	21-25	5	20
		c.	Above 25	20	80
2)	<b>Pre-University Qualification</b>	a.	Secondary school without science	15	60
		b.	Secondary school with science	10	40
3)	<b>Source of information</b>	a.	Family & Friends	4	16
		b.	Mass Medias	21	84

Data represented in Table 1 shows that:

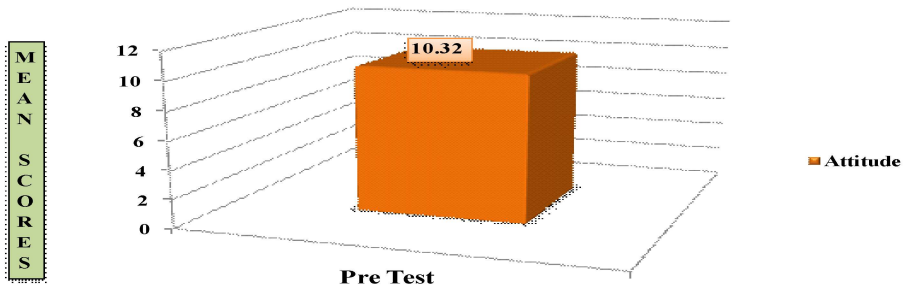
- **60%** students belonged to the age **21-25yrs**, followed by **40%** belongs to age above **25 yrs** and **0%** of age **>21yrs**.
- **88%** students were qualified Secondary school without science whereas **12%** Secondary school with science
- **84%** students got information through **Mass media** & **16%** through **Family & Friends**.

**Section - B**

**Table 2: Mean, Standard Deviation, Range of attitude scores regarding use of AV Aids in teaching learning process**

COMPONENT	MAX. SCORE	RANGE	MEAN	SD
Pretest scores (K)	20	19-3 = 16	10.32	4.71

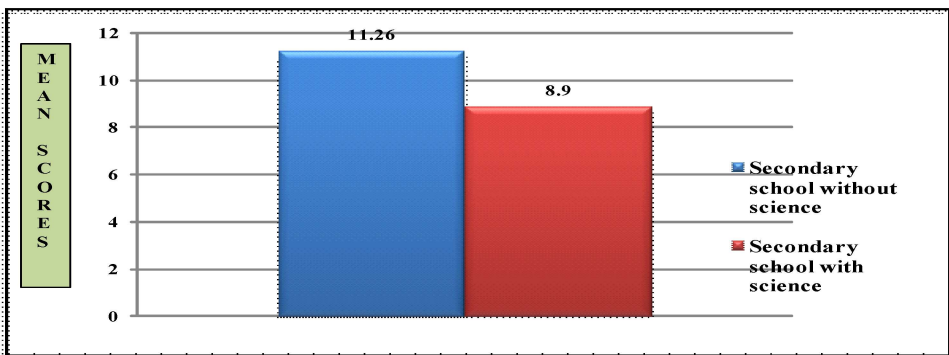
**Table 2 - shows that the difference among Mean Pre test Attitude Score is 10.32 and SD 4.71.**



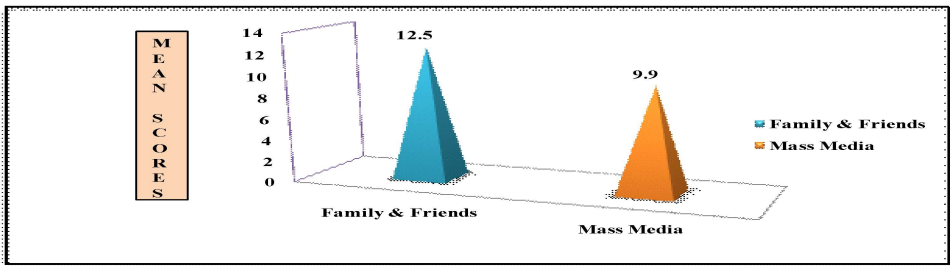
**Figure 1: Represents the Mean of Attitude Scores of Post-Basic B Sc Nursing Students.**

**Section - C**

**Significance between attitude Mean Scores and Selected Demographic Variables**



**Figure 2: Represents the Mean of attitude Scores of Study Subjects with pre university qualification**



**Figure 3: Represents the Mean of attitude Scores of Study Subjects with Source of Information**

## Discussion

The post-basic B.Sc nursing student's attitude towards use of AV Aids in teaching learning process was assessed in relation to Pre-university qualification and Source of information.

### The Research study articulates that the

- The **Mean Pre test attitude Score** was 10.32.
- The attitude scores regarding use of AV Aids in teaching learning process –
  - i. Were **higher** in **students had secondary school without science** comparative to students **who had secondary school with science**.
  - ii. Were **higher** in who got information through **Family & Friends** comparative to **Mass Media**.

These above findings were supported by **Singh, Y. K. (2005)**<sup>21</sup> The knowledge and attitude regarding use of AV Aids was almost same in students who are age of 21-25 years & above 25 years and they got good source of information regarding use of AV Aids. The study was conducted aiming to find out the levels of knowledge and attitude of the nursing students towards use of AV Aids. The study findings revealed that majority **56%** of the nursing students were having good knowledge and positive attitude towards use of AV Aids while **44%** of the students had poor knowledge and negative attitude. There was no significant association between the knowledge and attitude scores and selected variables.

## Summary and Conclusion

### Summary

- Action research design was used in the study using purposive sampling technique and sample size was 25. As the present study, aims in assessing the socio cultural factors influencing the Use of AV Aids in teaching learning process.

- Data was collected by self-structured attitude checklist. The tool was prepared and pretested for validity and reliability.
- The study was carried out in Nursing Institute BMU, Rohtak, Haryana in the month of March 2017. Descriptive and inferential statistics were employed to analyze the data.

## ☞ Conclusions

- It was found that **attitude mean score percentage** was **59.6% in post-basic students**.
- This suggests that **attitude was positive** in **post-basic students** regarding use of AV Aids in teaching learning process.
- So it is concluded that there is need of proper guidelines at regular interval of time in order to update, motivate and encourage students to participate & to help them in improve the status & attitude regarding use of AV Aids in teaching learning process.

## Suggestions

- Training and re- training exercise for nursing students to get acquainted with the effective use of audiovisual materials in teaching learning process.
- The college facilities should be modified to accommodate the use of AV Aids by building audiovisual centers where students could be exposed to practical exercises.

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