



**ADELAIDE JOURNAL
OF
SOCIAL WORK**

Volume: 2, Issue: 1
August 2015 ISSN 2349-4123

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Sebastin K V

'Roshni Nilaya'-School of Social Work-is an abode of light in the field of strengthening the knowledge base and practice of Social Work. It has reached out to the human family and to the causes of the cosmos for many decades now. This pioneering institution which believes that 'small is beautiful', provides experience and training for excelling in the field of Social Work as well as realising their potential in life.

This issue of the Journal of Social Work has a compilation of articles from people from varied arenas of experience and knowledge. The article on Emotional Intelligence measurement and its relevance shows that Emotional Intelligence encourages positive social relationships, while discouraging conflicts, fights, and other social altercations. It is particularly helpful in promoting psychologically, healthy living and avoiding problems like drug abuse etc.

Another article on Working Women and their Leisure Attitudes describes how working women despite being aware of the significance of leisure, seldom translate their positive thoughts on leisure into actions. The article on the Health Status of

the Migrant Workers highlights a new dimension towards achieving new paradigms in the transformation of the urban economy in India. These transformations are not easy to take place. The diversification of investment from the metropolises to other cities is a must. The whole process can be achieved only with pro- rural policies that should be formulated and implemented by the government.

The article on Process and Outcome Dimensions of Social Innovation in the Rehabilitation of the differently abled speaks about social innovations for the rehabilitation of the differently abled. The differently abled deserve prime importance and hence the process and outcome of such social innovations in the chosen projects need effective scrutiny, study and research.

Elder Abuse - the Need for Social Work Intervention, says that geriatric social worker play a vital role in aiding the elderly to lead a better and worthy life, while another article on Child Rearing Practices and Unequal Educational Opportunities for Girls speaks about the need to create facilities and opportunities within the family and the educational system which are democratic and focus on nurturing human qualities rather than developing traits that are masculine or feminine.

A case study on the Impact of Consistent Learning Pedagogy in Social Work education throws light on how society can be transformed by the engagement of critically conscious persons, through a process of deconstruction, reconstruction and transformation. Participants' life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change.

The article on Parents Attitude towards Girls Education among Kandha Tribes in Odisha, India, emphasises that government planners and others must see education as indispensable for helping tribals in national integration. Education will also determine their prosperity, success and security in life. Hence it is one of the strongest means of empowerment, to be prioritized over other sectors among the Kandhas. This issue also carries a book review on "Some Aspects of Community

Empowerment and Resilience" edited by Dr Venkat Pulla and Bharath Bhushan Mamidi.

The editorial board wishes to thank all the authors who have contributed to the journal, sharing their knowledge and experience. This will surely stimulate critical thinking and discussion among the readers. We welcome constructive feedback and suggestions from our readers and well wishers to enhance the quality of this journal.

Sebastin KV PhD

Editor-in-Chief

Emotional Intelligence Measurement and its Relevance

* Chandini A Chandran ** Dr N. Janardhana

Abstract

Everyone wants to be Intelligent. Emotional expression was essential for the survival. It is one quality that perhaps overrides all others, and it has been traditionally assumed that the intelligent person is more successful and a greater achiever than the one who does not have high intelligence. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. The author describes various models of emotional intelligence like ability based model, mixed model and bar on adjustment model in this article. The article also covers various measurements related to emotional intelligence. The authors have given how to improve emotional intelligence and its relevance in the modern society. Emotional Intelligence is particularly good at establishing positive social relationships with others, and avoiding conflicts, fights, and other social altercations. It is particularly good at understanding psychologically healthy living and avoiding problems such as drug abuse.

Key Words: *Emotional expression, Emotional intelligence, social relationships, conflicts*

Introduction

Everyone wants to be "Intelligent". It is one quality that perhaps overrides all others, and it has been traditionally assumed that the intelligent person is more successful and a greater achiever than the one who does not have high intelligence. In the last few decades behavioral scientists have started questioning this assumption. Many extremely intelligent people seem to get into some trouble or the other, drop out, create conflicts, and may even make themselves and others around them miserable.

With the dawn of the 21st century, the human mind added a new dimension which is now being held responsible for more success than intelligence

* Chandini A Chandran, Asst. Professor, Dept of Social Work, Kristu Jayanthi College, Bangalore

**Dr N Janardhana, MSW, M.Phil, Ph.D, Associate Professor, Department of Psychiatric Social Work, NIMHANS, Bangalore, Karnataka, India.

(Goleman, 1995). Emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behaviour. Intelligence can be broadly defined as the capacity for goal-oriented adaptive behaviour; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation.

Emotional Intelligence (EI) represents an ability to validly reason with emotions and to use emotions to enhance thought. A more formal definition could be... Emotional intelligence is an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. The use of the term Emotional Intelligence in this fashion is consistent with scientific literature in the fields of intelligence, personality psychology, and emotions

Historical Background

The study of Emotional Intelligence has its roots in the work of Darwin, who posited that 'emotional expression was essential for the survival'. In the 1900s even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects.

In 1920, E. L. Thorndike used the term 'Social Intelligence' to describe the skill of understanding and managing other people. David Wechsler in 1940 described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence*, from 1985

In 1990 two American University professors, John Mayer and Peter Salovey, published articles on "Emotional Intelligence". The concept of emotional intelligence was first introduced by Salovey and Mayer in the early 1990s and

made popular by Daniel Goleman with the publication of his book: Emotional Intelligence "Why it can matter more than IQ" in 1995.

The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000. As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum.

Definition

Emotional Intelligence involves a combination of competencies which allows a person to be aware of, to understand and to control their own emotions, to recognize and to understand emotions of others, and to use this knowledge to foster their success and the success of others. It is the capacity to create positive outcomes in relationships with others and with oneself.

According to Mayer and Salovey (1993), 'Emotional Intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and actions'.

According to Daniel Goleman (1998) "Emotional intelligence is the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and our relationships". Emotional intelligence has been categorized into five domains by Goleman - Self Awareness, Managing Emotions, Self motivation, Empathy and Handling Relationships.

Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathize, maintain and develop interpersonal relationships. Emotional Intelligence for short are the ability to understand the physical, mental and social impact that negative emotions have on their bodies, minds, relationships, and ability to pursue and achieve goals. It also enables one to moderate one's emotions so that emotions support one's activities and enhance quality of life.

Models Of Emotional Intelligence

The ability-based model:

It is Salovey and Mayer's conception of EI. "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth."The ability based model views emotions as useful source of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional

processing to a wider cognition. The model claims that EI includes 4 types of abilities:

- **Perceiving emotions** - the ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts- including the ability to identify one's own emotions.
- **Using emotions** - the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
- **Understanding emotions** - the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
- **Managing emotions** - the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Mixed models of EI:

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

- **Self Awareness:** Ability to know oneself how we feel at the moment and using our gut feelings to help to drive decision making; having a realistic understanding of our own abilities and a strong sense of self confidence.
- **Self Management:** The ability to handle our own emotions so that they don't interfere but facilitate; having the ability to delay the gratification of a goal; recovering well from emotional distress; translating our deepest, truest preferences into action in order to improve and succeed
- **Social Skill:** This is the ability to handle emotions in respect to relationships with other people; able to read the intricacies of social interactions; able to interact in social situations well; able to use this skill to influence, persuade, negotiate and lead.
- **Empathy:** Ability to sense what others are feeling; being able to understand situations from other's perspective; cultivating relationships with a diverse range of people.
- **Motivation:** Being driven to achieve for the sake of achievement

Goleman included a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that 'individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies' (Mayer, Roberts, & Barsade, 2008).

The Bar-On model of Emotional-Social Intelligence (ESI):

Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Bar-On hypothesizes that those individuals with higher than average Emotional Quotient are in general more successful in meeting environmental demands and pressures. Deficiency in EI can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings, it is being replaced by the trait EI model

The Trait EI model:

Petrides and colleagues (2009) proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality". In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioural dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman and Bar-On models discussed above. The conceptualization of EI as a personality trait leads to a

construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.

Measuring Emotional Intelligence

To study Emotional Intelligence scientifically -- or simply to understand one's own level of EI -requires measuring it. But can emotional intelligence be measured? A great number of debates have taken place over the correct way to measure Emotional Intelligence. This section examines some of the measurement issues involved in studying emotional intelligence. It features, in particular, a look at the tests, measuring EI.

In this section, we examine more closely the measures proposed to assess emotionally intelligent skills and abilities. These criteria are grouped into three broad categories: (a) adequate test design relative to theories of EI, (b) the structure of EI measurement (which tells us whether EI is one thing or many things), and (c) test relationships with key benchmarks.

Key Name, Related tests and sources	Acronym(s)	Description of the Test
<i>Specific Ability Measures</i>		
<p>Diagnostic Analysis of Nonverbal Accuracy 2The test has three versions:</p> <ol style="list-style-type: none"> 1. Adult Facial Expressions (Nowicki& Carton 1993) 2. Adult Paralanguage (e.g., auditory) (Baum &Nowicki 1998) 3. Posture Test (Pitterman & Nowicki 2004) 	<p>DANVA2- AF DANVA2- AP DANVA2- POS</p>	<p>The Adult Facial version consists of 24 photographs of an equal number of happy, sad, angry, and fearful facial expressions of high and low intensities, balanced also by gender. For this and the related tests described below, the participants’ task is to indicate which of the four emotions is present in the stimuli. A youth form is also available. The Paralanguage version includes two professional actors (one male, the other female) who say a neutral sentence, “I am going out of the room now but I’ll be back later” in one of four emotional states. The Posture test includes</p>

		32 stimuli of two men and two women in standing and sitting postures representing high- and low-intensity happiness, sadness, anger, and fear.
Japanese and Caucasian Brief Affect Recognition Test (Matsumoto et al. 2000)	JACBART	Fifty-six Japanese and Caucasian faces are presented in a video format. Each target face portrays one of seven emotions: happiness, contempt, disgust, sadness, anger, surprise, and fear. Each such facial expression is presented for 0.2 seconds between identical initial and trailing neutral facial expressions posed by the same individual-that is, between backward and forward masks. The test-taker's task is to identify correctly the emotion present.
Levels of Emotional Awareness Scale(Lane et al. 1990)	LEAS	Twenty social scenes involving two characters, "you" and an additional individual, elicit four types of emotions anger, fear, happiness, and sadness. After a test taker reads a scene, he or she is asked, "How would you feel?" and "How would the other person feel?" Participants are required to describe their anticipated feelings (and those of a second person) for each scene. Scoring is according to a continuum of low emotional awareness (no emotional response) to high emotional awareness (appropriate emotions for "you" and the character).

<i>Integrative Model measures</i>		
<p>Emotion Knowledge Test (umbrella label for an evolving set of tests, including the Assessment of Children's Emotional Skills, Perceiving and Labeling Emotion, and Emotion Matching Test) (Izard et al. 2001, Mostow et al. 2002, Trentacosta& Izard 2007)</p>	<p>EKT (or ACES, PLE, or EMT)</p>	<p>The most recent ACES contain three subscales. Facial Expressions contains 26 faces; children are asked if they are happy, sad, mad, scared, or express no feeling. The Social Situations subscale includes 15 two- to three sentence vignettes describing a social situation; the Social Behavior scale similarly contains 15 two to three-sentence descriptions of behavior; children respond to each scale by estimating the emotion of the main character. An overall emotion-knowledge score is calculated.</p>
<p>Mayer-Salovey-Caruso Emotional Intelligence Scale (Mayer et al. 2002a, Mayer et al. 2003) Multibranch Emotional Intelligence Scale (Mayer et al. 1999)</p>	<p>MSCEIT; MEIS</p>	<p>Eight tasks (141 items) measure various aspects of EI including emotional perception in (a) faces and (b) landscapes, using emotions in (c) synesthesia and in (d) facilitating thought, understanding emotional (e) changes across time and (f) blends, and managing emotions in (g) oneself and (h) relationships. Responses are scored for correctness (e.g., against answers from an expert or consensus-based scoring). Each task uses a different item type; different response scales are used by different tasks. Scores for overall EI as well as Perceiving, Facilitating, Understanding, and Managing emotions, and other</p>

		composites, can be calculated. The longer MEIS test (402 items) consists of 12 scales, also arranged into four branches; there is considerable conceptual overlap, but no item overlap, between the two tests.
Mixed Model measures		
Emotional Quotient Inventory (Bar-On 1997)	EQ-I	A 133-item self-judgment inventory. Items are divided over 15 subscales such as adaptability, assertiveness, and self regard that also can be formed into five higher-order factors: intrapersonal, interpersonal, adaptation, stress management, and general mood.
Self-Report Emotional Intelligence Test (Schutte et al. 1998)	SREIT	A 33-item self-report inventory that has most often been used to assess an overall level of EI.
Multidimensional Emotional Intelligence Assessment (Tett et al. 2005, 2006)	MEIA	A 118-item self-report inventory employing 10 scales, many of which are based on the original Salovey & Mayer (1990) model of EI and some of which are added.
Emotional Intelligence Test (Sharma, E. 2011)	EIT	The test comprises of 60 items from five domains of emotional intelligence, i.e., Self-awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. The response pattern in the scale is of likert type i.e., on a five point continuum from Always, most often, occasional, rarely to never.

Emotional Intelligence Predict in Life Outcomes

Generally speaking, Emotional Intelligence improves an individual's social effectiveness. The higher the emotional intelligence, the better the social relations. In recent review found that, the high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. Solving emotional problems likely requires less cognitive effort for this individual. The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of EI. The individual tends to be more open and agreeable than others. The high EI person is drawn to occupations involving social interactions such as teaching and counselling more so than to occupations involving clerical or administrative tasks.

A more complete understanding of EI requires an appreciation of how its measures relate to life outcomes.

General effect	EI measures	Representative studies
Better social relations for children. Among children and adolescents, EI positively correlates with good social relations and negatively correlates with social deviance, measured both in and out of school as reported by children themselves, their family members, and their teachers.	DANVA ER Q-Sort EKT ESK MSCEIT	Denham et al. (2003) Eisenberg et al. (2000) Fine et al. (2003) Izard et al. (2001)
Better social relations for adults. Among adults, higher EI leads to greater self-perception of social competence and less use of destructive interpersonal strategies.	EARS MEIS MSCEIT	Brackett et al. (2006) Lopes et al. (2004)
High-EI individuals are perceived more positively by others. Others perceive high-EI individuals as more pleasant to be around, more empathic, and more socially adroit than those low in EI.	MSCEIT	Brackett et al. (2006) Lopes et al. (2004) Lopes et al. (2005)

Better family and intimate relationships. EI is correlated with some aspects of family and intimate relationships as reported by self and others.	DANVA-2 MEIS MSCEIT	Brackett et al. (2005) Carton et al. (1999)
Better academic achievement. EI is correlated with higher academic achievement as reported by teachers, but generally not with higher grades once IQ is taken into account	LEAS MSCEIT	Barchard (2003)Izard et al. (2001) O'Connor & Little (2003)
Better social relations during work performance and in negotiations. EI is correlated with more positive performance outcomes and negotiation outcomes in the laboratory and with more success at work, according to some preliminary research.	DANVA JACBART MEIS MSCEIT	Cot'e & Miners (2006)Elfenbein et al. (2007)Rubin et al. 2005
Better psychological well-being. EI is correlated with greater life satisfaction and self-esteem and lower ratings of depression; EI also is correlated with some negative physical health behaviours, but this has not yet been found as a strong set of relationships.	MSCEIT LEAS	Bastian et al. (2005)Gohm et al. (2005)Matthews et al. (2006)

Enhancing Emotional Intelligence

It may not matter, however, whether emotional intelligence can be raised or not. When most people ask the question, what they may mean is "Is it possible for someone to increase his or her emotional knowledge?" and, perhaps, "Is it possible for someone to improve their social and emotional functioning?" In both cases, the answer is almost certainly yes. Unlike IQ, Emotional Intelligence is dynamic in nature i.e, it can be improved (Goleman; 1998)

First of all, it would be surprising if people could not learn something about emotions and emotional behaviour. People are very good at learning, and

emotions are fairly well understood. There is nothing mysterious about how to teach information about emotions.

Segal & Smith 2013, wrote on ***Emotional Intelligence (EQ) Five Key Skills for Raising Emotional Intelligence***. Emotional intelligence (EQ) consists of five key skills, each building on the last:

Emotional Intelligence skill 1: Rapidly reduce stress

Being able to quickly calm yourself down and relieve stress helps you stay balanced, focused, and in control-no matter what challenges we face or how stressful a situation becomes. One can develop stress-busting skills by working through the following three steps:

Step 1: Realize the stress

Step 2: Identify stress response

Step 3: Discover the stress-busting techniques that works

Emotional Intelligence skill 2: Emotional awareness

Being able to connect to your emotions-having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions-is the key to understanding yourself and others

Emotional intelligence skill 3: Nonverbal communication

Being a good communicator requires more than just verbal skills. What you say is less important than how you say it. The other nonverbal signals one sends out-the gestures one makes, the way one sits, how fast or how loud one talks, how close one stands, or how much eye contact one makes.

Emotional intelligence skill 4: Use humour and play to deal with challenges

Humour, laughter, and play are natural antidotes to life's difficulties; they lighten your burdens and help to keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings your nervous system back into balance. Find enjoyable activities that loosen one up and help to embrace one's playful nature.

Emotional intelligence skill 5: Resolve conflict positively

The ability to manage conflicts in a positive, trust-building way is supported by the previous four skills of emotional intelligence. Once one knows how to manage stress, stay emotionally present and aware, communicate nonverbally,

and use humour and play, he'll be better equipped to handle emotionally charged situations and catch and defuse many issues before they escalate.

Emotional Intelligence does make important predictions, and is important, there are also many other parts of personality that are equally important as predictors of success in life. Moreover, emotional intelligence is unlikely to be any more easily raised than general intelligence. At the same time, emotional knowledge can be increased -- and probably fairly easily. The question arises why one would want to learn about the emotions? There are, it seems to us, several reasons one would want to learn about emotions and emotional functioning. First, because, for many people, so little has been institutionalized and taught about emotions, a little learning in the emotions can provide a great deal of pay-off. It may well be that taking a brief course in emotions and emotional reasoning could have a positive effect on a person's social functioning.

Thus in conclusion Emotional Intelligence is particularly good at establishing positive social relationships with others, and avoiding conflicts, fights, and other social altercations. It is particularly good at understanding psychologically healthy living and avoiding such problems as drugs and drug abuse. It seems likely that such individuals, by providing coaching advice to others, and by directly involving themselves in certain situations, assist other individuals and groups of people to live together with greater harmony and satisfaction.

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Working Women and their Leisure Attitudes

* Rashmi Pai K ** Vineeta B Pai

Abstract

Women's Leisure has been sporadically researched in India. Even the champions of Women Empowerment seem to be ignorant of this important human right-Right to leisure, rest and recuperation-of women. With the growing emphasis on inclusion of women in development and the utilization of their potentialities to the optimum, this issue of their leisure assumes importance. However to promote women's leisure their having positive attitude toward it is vital. This is because psychologists have maintained that attitude generally determines the nature of behavior of an individual. In this study therefore, an attempt has been made to probe in to the attitude of working women about their leisure. All three perspectives of leisure attitude-Cognitive, Affective and Behavioral-of 200 white collar professional working women in Belgaum city are examined by applying a structured Leisure Attitude Scale, which happens to be a part of the Idyll Arbor Leisure Battery. The results have clearly indicated that though working women are quite positive about leisure-its benefits to working women, both at cognitive and affective level, when it comes to the actual behavior, they exhibit negative attitude. This can be attributed to their internalized patriarchal values of prioritizing their domestic roles of mother, wife, home-maker, etc., over their personal leisure. The principle of 'Ethic Care' being active and influencing these working women can be evinced here. There is a need therefore to assist women to realize their right to and need for their relaxing and recuperating the energy expended in attending to the double burden.

Key Words: Working Women, Leisure, Attitudes

* Rashmi Pai. K, Teaching Assistant, Dept of Studies in Social Work, Rani Channamma University, Belagavi

**Dr Vineeta B Pai, Professor, Dept of Studies in Social Work, Karnatak University, Dharwad.

Introduction

"I work all the time, all the days....there is no escape from the grind of work" is a woman's answer to the question 'What do you do?'. This is the response cutting across the boundaries of caste, class and region, a pointer to the complex nature of women's work and leisure, especially that of working women. According to Malhotra and Sachdeva (2005), women's duties as good daughters, good wives and good mothers are well defined in the Indian Patriarchal society. Wifehood and motherhood are accepted as pivotal roles for women. By implications these roles are complete in themselves and women need not pursue any specialized discipline of knowledge, art or profession. Historically the glorious picture elicited of Indian women of the past holds that a good woman as sweet, gentle, loving, caring and ever sacrificing.

It also reiterates that the needs of work and family necessitate allocation of incompatible roles such that, one family member specializes in handling the instrumental world of work and the other for the fulfillment of expressive needs of the family-a role for which women are deemed to be specialized. Therefore, from time immemorial, it is the men who have been the dominant figures in the work force while females are taught to regard marriage as the only thing needful.

With the advent of industrialization and urbanization and the encouragement for women's education, they have assumed greater responsibility-both at home and in the world of work. Our country has seen an emerging picture of educated urban women. With the possession of skills and qualifications required, they, slowly but surely, have started entering semi-professional and professional occupations. Many occupations such as engineering, medicine, law and university teaching that are available to men are now open to women as well (Patra and Saur, 2008).

According to a general belief in contemporary society, women's participation in paid employment has increased men's participation in household activities, and that with this shift from private to public domain, women have finally been liberated from shackles of patriarchal norms. Nonetheless a doubt lingers in the mind as to whether this fascinating picture of women enjoying gender equality because of their equality in earning capability is a reality or is it just a myth? (Malhotra and Sachdeva, 2005)

This is because many-a-research studies have proved that working women are bearing the brunt of double burden and writhing under pressure most of the time. In an attempt to balance and excel in both these arenas, women often deprive themselves of their rest and recuperation despite knowing that these are essential for one's physical and mental health. In this background this study has been conceived.

Rationale behind the study

In real life situation the roles of the individual are determined by the norms of the society in which they live. According to Saur and Mahapatra (2005), 'being driven by the traditional sex-roles prescribed by Indian society, women would be pressurized to do more household activities. Thus the domestic role expects women to be largely responsible for family work and wellbeing, and that, women's job should not interfere or compete with her primary role of wife or mother (Desai and Thakkar, 2001). Such a view tends to overburden women with dual or multiple responsibilities as they have little freedom of choice as far as their domestic sex-stereotyped roles and responsibilities vis-a-vis their working status are concerned.

As women gain occupational mobility, they get exposed to the pressures created by multiple role demands and conflicting expectations. By fulfilling their economic needs, employment has no doubt made women independent with an identifiable social status but it has also made them to juggle two main domains of life-'work' and 'family'. This is because their having stepped into the work place has not brought much change in the role or responsibilities of women on the domestic front. Offer and Schnieder (2011) therefore observe that, 'despite similarities in total workload by gender, the division of labour among men and women of dual earner families remain inequitable'. 'Even when both the spouses are employed full time, wives continue to perform the majority of household tasks' (Berk, 1985). Domestic responsibilities seem to be central to women's identities and there is still considerable disparity in the hours spent in domestic duties and on leisure between men and women.

The issue of role conflict experienced by the working women has been emphasized by many-a-social scientist. Kapur (1974) indicated that women who choose to combine marriage with career faced almost a situation of normlessness and they hardly knew how to apportion time and resources between these two major responsibilities. This made them experience great

conflict, tension and strain. Peterson (1978); Holahan and Gilbert (1979) have also reiterated this view. Conflicts were considered likely when women perceived their home and career roles as highly desirable but mutually exclusive. Similarly, inter-role conflict is said to increase as one's obligations to the family-expanded through marriage and the arrival of children. However, Barnett and Baruch (1985) found that role conflict per se could not be attributed to wifehood and the career role carried out simultaneously, because their findings showed that, levels of overload in women were significantly associated with occupying the role of mother but were not significantly associated with occupying the role of paid worker or wife.

Yet, a number of social scientists attribute the lack of leisure or absence of adequate time for it in working women's life, to many life events, including apparently positive events such as marriage or embarking on a new career, entry of children into the family despite their negative consequences for most people. Kelly (1983) suggested that the life course included parallel "careers" of family and work which were central to understanding life's meanings and contexts. At certain periods one career might appear to dominate an individual so much that he/she had to think in terms of allocation and rescheduling of their personal priorities. This may cause considerable psychological stress and physical strain to the incumbents.

Much research attention has been directed at identifying the factors that facilitate coping with these situations, which include certain personality predispositions and social support (Barrera, 1986). It is quite intriguing to note that, though Leisure can also be a source of a new behavior, coping strength, a life changing tool, an empowerment tool, which can be used by an individual, more so by working women, who writhe under pressures of dual responsibilities, has not attracted the attention of the scholars who have focused on working women's coping behaviour. In this context therefore, the authors have tried to explore the attitudes of working women toward their leisure. The specific objective of this study includes:

- To probe into the cognitive, the affective, and the behavioral domains of Working women's attitude towards leisure

Method and Materials

This study is carried out in Belgaum city, a district head quarter of Belgaum district in Karnataka state between 2009 and 2015. The actual field work was

conducted and the primary empirical data from the respondents were collected between 2012 and 2013. Since the issue has been sporadically researched in India, an exploratory cum descriptive design has been used. Leisure in this study has been conceptualized as 'Free time after the practical necessities of life have been attended to' (Fairchild, 1970); and also as '(i) Freedom or spare time provided by the cessation of activities'; ii) a time at one's own command that is free of engagements or responsibilities (Webster's Third New International Dictionary).

Since no accurate number of working women was available in official or nonofficial documents searched, the universe for the study was hard to determine. Hence the researchers have used one of the non-probability sampling techniques-Snowball sampling-with appropriate inclusion and exclusion criteria being adopted as follows and collected from 200 working women qualifying these criteria:

The inclusion criteria are:

- Those working women who are in the age group of 25-45years;
- The educational qualification should be graduation and above;
- The women who were gainfully employed in various professional capacities;
- Currently married working women who have children;
- Working women from dual earner families with middle class or higher middle class background.

The exclusion criteria are:

- Working Women below 25 years and above 45 years;
- Working Women married but without issues and encumbrances ;
- Women who were self-employed;
- Working Women who declined to participate in this study;
- Working Women who had only one source of income.

Research Tool used in this Study

The researchers have used Idyll Arbor Leisure Battery a combination of four separate assessments viz., The Leisure Attitude Measure; Leisure Interest Measure; Leisure Motivation Scale, and Leisure Satisfaction Measure. Used separately they provide them with a statistically valid measure of one aspect of the client's leisure lifestyle. Hence, the researchers have used only one aspect i.e. Leisure Attitude Measure, which involves three different levels, viz., 1.Cognitive; 2.Affective; and 3.Behavioral. This aspect has 36 statements. There

are 12 statements in each domain. Each statement on the scale are rated on a five point Likert Scale ranging from Never True=1, Seldom True=2, Somewhat True=3, Often True=4 and Always True=5. The score in a particular domain is obtained by summing the scores of 12 statements and dividing it by 12. A score of less than 2.5 shows low leisure attitude.

The responses of the respondents during the face-to-face interviews were entered on the interview schedule. The data so collected were cleared, coded, computed, tabulated and analyzed by using SPSS (Statistical Package for Social Sciences).

Results and Discussion

In psychology, an attitude is understood as an expression of favor or disfavor toward the attitude object. Attitudes can be formed from a person's past and present (Allport, Gordon, 1935) experiences. An attempt therefore has been made by the researchers to measure the attitudes of the respondents towards leisure on the three components, by using an appropriate scale devised by Beard and Ragheb (1980), who held an opinion that the person's ability to engage in leisure activities is affected by one's knowledge (i.e. cognitive component) and beliefs (i.e. affective component) about leisure and by one's past and current patterns of behaviour regarding such activities(i.e. behavioural component).

The examination of overall attitude of the respondents showed that a considerably higher percentage (74%) of the respondents carried positive attitude toward leisure. Moreover, they exhibited higher attitude on the cognitive as well as the affective components. But their behavioural component of attitude was little lower. The researcher therefore probed in to each of these components to examine and understand in depth the attitudes held by working women toward their leisure.

There are many studies, which bring out the importance of leisure. According to Borg and Clark (2007), leisure acts as an inalienable factor and a resource which contributes not only to women's overall well being and development, but also with its inherent aspect of freedom of choice, it helps to rejuvenate their energies and spirits. They are also of an opinion that an opportunity to enjoy one's leisure gives women space in which they could experiment with different lifestyles as well as opportunities for identity development. Further, a study on young mothers revealed that, the need to prioritize some time for 'pampering' themselves, or engaging in 'self-care', is conceptualized as a

way of bringing balance into their lives and could also be seen as a way of maintaining a sense of self or personal identity through leisure (Bialeschki and Michener, 1994). A majority of studies of women's leisure has cited social networks, friendships and family-based pursuits as key sites of women's leisure and it can be used as a protective factor for the women to come out of the stress which is triggered by the role overload (Ponde and Santana, 2000). Some leisure activities are found to have had an overt positive impact on the health of an individual (Anderson and Dill, 2000) also.

Cognitive Component of Leisure Attitude

With these findings of the studies reviewed, the researcher attempted to find out the overall knowledge the respondents possessed about the issue of leisure and its benefits in the lives of women. At the outset, the analysis gave an impression that the respondents in this study had not contemplated about the issue of leisure deeply. Hence their comprehension about the benefits of leisure or the importance of its pursuit was neither totally positive nor totally negative. The mean of the responses (480 i.e. 20%) as well as the median value (804 i.e. 33.5%) of the responses showed that the respondents were tentative in their reactions. Moreover, the responses also seemed to be exhibiting the socially expected reactions. This is corroborated by the overall responses to the statements which sought their opinion about the role that leisure played in the lives of working women. This is because, a considerably high percentage of respondents had either stated 'often true' (44.5%) or 'somewhat true' (33.5%) to the statements on a five point scale. However, 54.5 percent respondents have stated that it is often true that the leisure provides a number of psycho-social and physical benefits to the pursuer. This obviously shows a positive mind set among the working women about the benefits of leisure.

Table1. Respondents' Overall Cognitive Leisure Attitude

Sl No	Response Category	Number of Respondents (f)	Percentage
1.	Never True	5	2.50
2.	Seldom True	19	9.50
3.	Somewhat True	67	33.50
4.	Often True	89	44.50
5.	Always True	20	10.00
Total		200	100.00

In fact, some of the scholars have not only identified these benefits, but also have classified them under the broad areas. While Dumazedier (1967) stated about Relaxation, Diversion, and Personality Development, Borg and Clark (2007) spoke about the personal space the leisure gives to women. Green (1998) emphasized on the benefits of 'Gender Equality' and 'Identity Construction' through leisure. With these theories in the background, the researcher attempted a deeper probe in the cognition of women about the type of benefits accruing to them from leisure.

The examination revealed that, a considerably large percentage (69.50%) of respondents perceived it as a tool that enabled them to relax. Further, another 60.50 percent of the respondents comprehended leisure as a means which renewed one's energy. Barring those who were tentative about the inherent relaxation component of leisure, the examination showed that more than two-thirds of women basically comprehend leisure as a means of relaxation (see Table: 2).

Table: 2. Respondents' Reactions to Cognitive Leisure Attitude Statements

Sl No	Statements	Never True-1	Seldom True-2	Some what True-3	Often True-4	Always True-5	Total
1.	Engaging in Leisure Activities is a wise use of time	8 (4.00)	15 (12.50)	84 (42.00)	86 (43.00)	7 (3.50)	200 (100)
2.	Leisure Activities are Beneficial to individuals and Society	7 (3.50)	20 (10.00)	71 (35.50)	94 (47.00)	8 (4.00)	200 (100)
3.	People often develop friendships in their leisure.	6 (3.00)	55 (27.50)	20 (10.00)	113 (56.50)	6 (3.00)	200 (100)
4.	Leisure Activities contribute to one's Health.	3 (1.50)	20 (10.00)	84 (42.00)	84 (42.00)	9 (4.50)	200 (100)
5.	Leisure Activities increase one's happiness.	1 (0.50)	20 (10.00)	60 (30.00)	107 (53.50)	12 (6.00)	200 (100)
6.	Leisure increases one's work productivity.	9 (4.50)	15 (7.50)	60 (30.00)	104 (52.00)	12 (6.00)	200 (100)
7.	Leisure activities help to renew one's energy.	2 (1.00)	6 (3.00)	71 (35.50)	106 (53.00)	15 (7.50)	200 (100)

8.	Leisure activities can be a means for self improvement.	4 (2.00)	12 (6.00)	75 (37.50)	98 (49.00)	11 (5.50)	200 (100)
9.	Leisure activities help individuals to relax.	1 (0.50)	5 (2.50)	55 (27.50)	119 (59.50)	20 (10.00)	200 (100)
10.	People need leisure activities.	5 (2.50)	14 (7.00)	70 (35.00)	65 (32.50)	46 (23.00)	200 (100)
11.	Leisure Activities are good opportunities for social contacts.	8 (4.00)	25 (12.50)	65 (32.50)	58 (29.00)	44 (22.00)	200 (100)
12.	Leisure Activities are important.	6 (3.00)	21 (10.50)	89 (44.50)	34 (17.00)	50 (25.00)	200 (100)

Note: The figures in parentheses are percentages

Further about the personality development and social benefits of leisure concerned, the data revealed that there was a mixed response from the respondents. This is because, less than two-thirds of the respondents view leisure as a means to develop friendships, increase one's happiness, and an opportunity for developing social contacts. A considerably large percentage of the respondents either are confused or overtly negative about these benefits of leisure. These findings of the researcher do not fully conform with the findings of Green (1998), who has viewed leisure as a means through which friendship is developed among women. This could be because, as Martinson, et al (2002) have expressed, some women may be considering time with family or spouse as highly satisfactory than pursuing leisure outside the family. This may also be attributed to the Indian women's socialization and orientation to family, which often focuses on the principle of 'ethic care'. The same trend of dilemma and confusion about the personal benefits from leisure is observed among the respondents (See table-2).

Nonetheless, the overall results show that the respondents are sufficiently aware of the fact that leisure is beneficial to health as found in the study by Reich & Zautra (1981); brings out that the benefits of leisure include a feeling of social support (Coleman & Iso-Ahola 1993); and that leisure helps to give temporary relief from stress in order to regroup and gain perspective (Iwasaki and Mannell 2000).

These findings lead the researchers to contemplate that Indian working women seem to have a positive cognitive leisure attitude, where in they understand leisure as a means of relaxation and rejuvenation. Though some of them have verbalized it as a means to improving health, a way for self grooming and relaxation, for entertainment and outing, for time with family and friends, for personal development and to do something which they are passionate about, the positive responses about these benefits are not very significant.

Thus, their comprehension of leisure and its benefits seems to be limited. They appear to be overwhelmed by their need to relax. Hence perhaps, they often look at it as a means for relaxation and some diversion in the company of friends and others, than looking at it from their human right and empowerment perspective.

Affective Component of Leisure Attitude

The affective component of attitudes refers to one's feelings or emotions linked to an attitude object. Affective responses influence attitudes in a number of ways, viz., when an individual has an acute fear about an object, his/her negative affective response is likely to cause him/her to have a negative attitude towards that object. The researchers therefore tried to find out the feelings of the respondents toward leisure in an attempt to find out the affective component of their attitude toward leisure.

Table 3. Respondents' Overall Affective Leisure Attitude

Sl No	Response Category	Number of Respondents (f)	Percentage
1.	Never True	3	1.50
2.	Seldom True	20	10.00
3.	Somewhat True	60	30.00
4.	Often True	106	53.00
5.	Always True	11	5.50
Total		200	100.00

Accordingly, the overall results showed that the affective component of leisure attitude, which takes into account the respondent's likes or dislikes of leisure activities, is positive only in a little more than 50 per cent of the working women (see table 3). The rest of them are either undecided or carry negative feelings about leisure.

In fact, the findings of many-a-study have proved that leisure gives individual good experiences in life. Hull (1990) has stated that leisure activities influence health by promoting positive moods. Leisure, it is assumed that, may help overcome loneliness and thus contribute to people's well-being (Caldwell & Smith, 1988). Borg and Clark (2007) have emphatically stated that on a large scale, leisure is phenomenal in terms of values expressed, money spent and time invested. On an individual level, leisure enriches people's lives by providing a context where the individual is recognized. It brings out the uniqueness of an individual.

In a study on poor obese women who engaged in leisure activities, there were reports of their increased self-esteem (Dattilo et al.,1994). University students who reported participation in leisure activities were more likely to experience decreased academic stress than those who did not perform leisure activities (Ragheb & Mckinney, 1993). All these studies indicate that leisure gives different experiences to individuals. In the present study though not a significant, but a considerably high percentage of the respondents have shown a liking for their leisure activities and have evaluated it positively.

Table 4. Respondents' Reactions to Affective Leisure Attitude Statements

Sl No	Statements	Never True	Seldom True	Somewhat True	Often True	Always True	Total
1.	When I am engaged in Leisure activities the time flies.	1 (0.50)	30 (15.00)	76 (38.00)	86 (43.00)	7 (3.50)	200 (100.00)
2.	Leisure activities give me pleasure.	1 (0.50)	32 (16.00)	61 (30.50)	105 (52.50)	1 (0.50)	200 (100.00)
3.	I value my leisure activities.	2 (1.00)	28 (14.00)	64 (32.00)	100 (50.00)	6 (3.00)	200 (100.00)
4.	I can be myself during my leisure.	10 (5.00)	28 (14.00)	58 (29.00)	102 (51.00)	2 (1.00)	200 (100.00)
5.	My leisure activities provide me with delightful experiences.	1 (0.50)	28 (14.00)	58 (29.00)	95 (47.50)	18 (9.00)	200 (100.00)
6.	I feel that leisure is good for me	1 (0.50)	20 (10.00)	56 (28.00)	113 (56.50)	10 (5.00)	200 (100.00)
7.	I like to take my time while I am engaged in leisure activities	6 (3.00)	21 (10.50)	43 (21.50)	112 (56.00)	18 (9.00)	200 (100.00)

8.	My Leisure activities are refreshing	1 (0.50)	14 (7.00)	70 (35.00)	109 (54.50)	6 (3.00)	200 (100.00)
9.	I consider it appropriate to engage in leisure activities frequently	5 (2.50)	3 (1.50)	63 (31.50)	111 (55.50)	18 (9.00)	200 (100.00)
10.	I feel that the time I spend on leisure activities is not wasted	3 (1.50)	7 (3.50)	53 (26.50)	120 (60.00)	17 (8.50)	200 (100.00)
11.	I like my leisure activities	2 (1.00)	11 (5.50)	54 (27.00)	116 (58.00)	17 (8.50)	200 (100.00)
12.	My leisure activities absorb or get my full attention.	3 (1.50)	18 (9.00)	64 (32.00)	103 (51.50)	12 (6.00)	200 (100.00)

Note: The figures in the parentheses are percentages

This is evident from the respondents' reaction to the statements on the scale, i.e., more than two-thirds of them have affirmed that the time spent by them on leisure is not wasted, as they like their leisure activities, that they like to take their time while they are engaged in leisure activities and that it is appropriate to engage in leisure activities frequently. However, a little less than two-thirds of the respondents state that leisure is good for them, and that their leisure refreshes them (see Table 4). These revelations explicitly show that a good percentage of respondents have evaluated their leisure experiences positively and that they seem to like their leisure activities quite well. Wearing's (1990) research found that, women who engaged in leisure experiences felt an increased sense of autonomy and self-value. The finding of the present study also concurred with this study as a considerably large percentage of respondents exhibited similar experiences. The Indian context, this result appears to be quite appealing, where women are generally deprived of active leisure.

There are quite a few respondents who have also stated that their leisure refreshes them and helps to relax. These experiences do confirm that a majority of the working women are positive about the leisure experiences.

Behavioral Component of Leisure Attitude

The behavioural component of attitudes refers to past behaviours or experiences regarding an attitude object. The idea is that people might infer their attitudes from their previous actions. In the context of leisure behaviour, this domain brings out the respondents' verbalized behavioural intentions towards leisure choices and gives an account of reports of current and past participation.

The results of the analysis on this domain of the respondents' attitudes to leisure are quite intriguing. In fact, the overall result shows that out of the total respondents covered in this study hardly about one quarter of them have exhibited a positive behavior toward their leisure pursuits and admitted that they do attach importance to their leisure. While 34.00 percent respondents are confused and unable to state affirmatively that they do pursue their leisure or give importance to its pursuit, 41.50 percent respondents have admitted to not being able to pursue leisure or accord priority to it (see table-4). This negative (behavioural) disposition toward leisure is surprising because, even when the working women are quite positive on the cognitive and the affective domains of their attitude toward leisure, the same is not the case with their behavioural domain.

Table 5. Respondents' Overall Behavioural Leisure Attitude

Sl No	Response category	Number of Respondents(f)	Percentage
1.	Never True	23	11.50
2.	Seldom True	60	30.00
3.	Somewhat True	68	34.00
4.	Often True	43	21.50
5.	Always True	6	3.00
Total		200	100.00

Henderson et al. (1989) have stated that, 'women's leisure was a phenomenon that, it was not easily separable from other aspects of women's lives'. Leisure time for women is often fragmented and usually occurs throughout the day in tandem with other work (Henderson et al., 1989; Deem, 1986). Women tend to make less clear distinctions between work and leisure than men. Moreover a woman who has a family, it tends to dominate her leisure experience (Henderson et al., 1989). Women also tend to engage in less visible 'minute vacations', short periods throughout the day when women take time just to be alone. The presence and number of children in the home, as well as the presence of a significant other in the home (Henderson et al., 1989; Deem, 1986) have the ability to positively or negatively impact a woman's leisure experience. For some women, time with family or a spouse is seen as highly satisfactory, and for other women, family is often seen as an impingement on free time.

The researchers when probing the leisure behavior of working women found a considerably large number of respondents confiding that they writhed under great pressure because of their dual and multiple responsibilities. Yet, their allegiance to family is so strong that they considered the family as of utmost importance to them, especially the children according to them are inseparable from their life. Some of the respondents have therefore stated that leisure can be had any time and for them their family is first. This shows that the views of the literate working Indian women are also still governed by the family oriented values, mostly advocated by the male dominated, patriarchal society.

Table 6. Respondents' Reactions to Behavioural Leisure Attitude Statements

Sl No	Statements	Never True	Seldom True	Somewhat True	Often True	Always True	Total
1.	I do leisure activities frequently.	26 (13.00)	54 (27.00)	64 (32.00)	50 (25.00)	6 (3.00)	200 (100)
2.	Given a chance I would increase the amount of time I spend in leisure activities.	17 (8.50)	51 (25.50)	56 (28.00)	66 (33.00)	10 (5.00)	200 (100)
3.	I buy goods and equipment to use in my leisure activities as my income allows.	18 (9.00)	65 (32.50)	69 (34.50)	41 (20.50)	7 (3.50)	200 (100)
4.	I would do more new leisure activities if I could afford the time and money.	12 (6.00)	62 (31.00)	72 (36.00)	49 (24.50)	5 (2.50)	200 (100)
5.	I spend considerable time and effort to be more competent in my leisure activities.	24 (12.00)	55 (22.50)	75 (37.50)	43 (21.50)	3 (1.50)	200 (100)
6.	Given a choice, I would live in an environment or city which provides for leisure.	30 (15.00)	52 (26.00)	58 (29.00)	50 (25.00)	10 (5.00)	200 (100)
7.	I do some leisure activities even when they have not been planned.	25 (12.50)	64 (32.00)	72 (36.00)	30 (15.00)	9 (4.50)	200 (100)
8.	I would attend a seminar or a class to be able to do leisure activities better.	25 (12.40)	52 (26.00)	78 (39.00)	43 (21.50)	2 (1.00)	200 (100)

9.	I support the idea of increasing my free time to engage in leisure activities.	34 (17.00)	39 (19.50)	68 (34.00)	58 (29.00)	1 (0.50)	200 (100)
10.	I engage in leisure activities even when I am busy.	27 (13.50)	62 (31.00)	67 (33.50)	41 (20.50)	3 (1.50)	200 (100)
11.	I would spend time in education and preparation for leisure activities.	27 (3.50)	75 (37.50)	66 (33.00)	25 (12.50)	7 (3.50)	200 (100)
12.	I give my leisure high priority among other activities.	11 (5.50)	89 (44.50)	71 (35.50)	20 (10.00)	9 (4.50)	200 (100)
	Total No of Responses	276 (11.50)	720 (30.00)	816 (34.00)	516 (21.50)	72 (3.00)	2400 (100)

Note: The figures in the parentheses are percentages

A deeper examination of the responses of the respondents revealed that though not very significant, a little more than one quarter of the respondents pursue leisure activities frequently. But more than one-third of the respondents (38.00%) crave for leisure and wish that they could afford more time for leisure. While 29.50 percent respondents have stated that they support the idea of increasing their free-time to engage in leisure activities, 30.00 percent respondents have expressed that given a choice they would live in an environment or city which provides more opportunities for leisure (see Table 6).

None the less, when it comes to the actual acting upon the leisure pursuit, more than three quarters of the respondents are either confused or have difficulty in pursuing leisure activities. This could be because their priorities differ. Leisure for them is not their first priority. This is evident from their responses to statements listed in the table (No.6). That is, half of the total number of respondents have explicitly declined and stated that they seldom or never give their leisure high priority among other activities. Another 44.50 percent respondents have revealed that they seldom or never engage in leisure activities when they are not planned or when they are busy. Further, as many as 41.00 percent respondents do not seem to care so much for their leisure because they state that even when a choice is given, they may not wish to live in an environment or city which provides for leisure or spend time in education and preparation for leisure activities.

This is virtually typical of Indian women, who are more often socialized to be caregivers and family women rather than pleasure seekers. Commitment to family and sacrifice is considered the most respected virtue of womanhood in India. Whether career women or otherwise, they are expected to put their family commitments ahead of all other needs. The changing outlook toward life in contemporary society though seems to have influenced their mind set and made them to perceive leisure as important, the behavior in reality does not seem to have changed much.

This is quite evident from the analysis of data pertaining to different components of leisure attitudes of women, which shows that women prioritize their duties to others more than their personal leisure. Though educated, working and earning, they seem to be compelled by their own mind-set to prioritize their familial roles, without giving importance to their personal time. These being the expected values of the patriarchal society, held by Indian women, the respondents of this study also conform to the same and these appear to continue to influence their psyche.

The narrations by several respondents show that women in India still prioritize family and children. In spite of having a favourable attitude towards leisure, they do not prioritize it. These results concur with the results of Freysinger (1994) who suggested that because of the way gender was constructed in patriarchal societies, women were aware that their personal time, interests, and activities, and their time would be superseded by those of their spouse and children. This finding of a Western scholar reveals that the situation of women is almost the same throughout the globe.

Conclusion

The findings of this study reveal that the working women despite being aware of the significance of leisure, seldom translate their positive thoughts toward leisure in to actions. They appear to be so overwhelmed by the principle of 'ethic care' that, they prioritize and put the needs of others ahead of their own. The roles of mother and care-giver are most importance even when they are writhing under pressure and need relaxation. Such an attitude among them even when they are educated, economically independent shows how the deep rooted patriarchal values continue to influence women and deprive them of the most important right of leisure. When the subjects themselves do not care to assert their right, it is but natural that they will be taken for granted by others and the

suppression tends to continue. This could be a fertile area for social workers to focus on while attempting women's empowerment. Along with other issues hitherto addressed, emphasizing on rest and recuperation through leisure pursuits should form a part of professional social workers' agenda.

(Note: This article has been based on some of the data collected for the doctoral thesis the researcher has submitted in partial fulfillment of the requirement of the award of the degree of Doctor of Philosophy to Karnatak University, Dharwad.)

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Health Status of the Migrant Workers

* Jenis Mary P

Abstract

One of most characteristic features of industrial labour in India is that it is mostly migratory. In fact, the industrial labour in India has not accepted the industrial way of life. They do not claim as their home town the place where they are employed. They are either pushed or pulled towards the industrial cities but the village homes and agriculture remain strong. In other words the industrial workers in India do not constitute a permanent wage earning class exactly corresponding to the factory labourers in western countries. In western countries, the factory workers have no contacts with the villages or adjoining area and the wages are the only scarce of income. The problem arises when the migrants are considered marginalised in urban society and are deprived of their rights the study deals with these marginalised migrants and their health requirement, the study is done not only on the physical health but also looks into psycho-social concerns and the basic facilities provided to them. The descriptive study is done with the aim of finding out the quality of life of the migrants.

Key Words: Health, Migration, Migrants, Stress.

* Dr. Jenis Mary P, Director, Adelaide Centre for research & Asst. professor, School of Social Work, Roshni Nilaya, Mangalore, Karnataka.

Definition of Migration

The term migration has been understood in different ways. Literally, it means the settlement of shifting of an individual or a group of individuals from one cultural area or place of habitation to another, more or less permanently. Migration as used in the Social Sciences refers to the geographical movement of individuals or groups. The statistics of permanent migration according to the I.L.O. studies should cover- "Every person passing from one country to another for more than a year, for whatever the reason for their removal. The statistics of temporary migration should cover every person who passes from one country to another for more than a month and not more than a year, for the purpose of carrying on own occupation."

Webster's Dictionary defines migration as "the act or an instance of moving from one country, region or place to settle in another, the act of an instance of moving from one area to another in search of work." (Webster's third view international Dictionary, 1966:1432)

Migration is defined as "a move from one migration defining area to another, usually crossing administrative boundaries made during a given migration interval and involving a change of residence" (UN 1993).

Migrants

There is considerable conceptual difficulty in defining a migrant, often unacknowledged in the literature. Worker mobility takes different forms, which may coexist. The worker's place of residence and place of work may be different, and the distance covered by daily commuting. At the other end of the spectrum, workers may move permanently from their places of birth or usual place of residence, maintaining little or no contact with their places of origin, which has become a giving scenario. Between these two extremes, people move away for differencing periods of time. Most household surveys use a cut-off point to determine the usual place of residence in India.

A migrant can be called as 'A person whose last usual place of residence was different from the present place of enumeration on the date of inquiry, has been considered as a migrant.' A migrant is generally regarded as a person who has moved from his place of birth to another place with the ideas of settling there more or less permanently. A person may migrate from one place to another for a variety of reasons. According to Leplay "Migration involves two sub-systems: the donor sub-system and the recipient sub-system. The donor sub-system is one

in which a migrant originates and the recipient sub-system is one which receives the migrant" (leplay, 1970:117). According to the author's definition of migration, it means the shifting of an individual or a group of individuals from one relatively set pattern of normative behaviour to another.'

Magnitude of Migration

The sources of early migration flows were primarily agro-ecological, related to population expansion to new settlements or to conquests (Eaton, 1984). There is considerable information on patterns of migration during the British period. Indian emigration abroad was one consequence of the abolition of slavery and the demand for replacement of labour. This was normally through agreement, a form of contract labour whereby a person would bind himself for a specified period of service, usually four to seven years in return for payment of their passage.

Urban pockets like Kolkata and Mumbai attracted rural labourers mainly from labour catchment areas like Bihar, Uttar Pradesh and Orissa in the east and Andhra Pradesh, Tamil Nadu and parts of Kerala and Karnataka in the south (NCRL, 1991; Joshi and Joshi, 1976; Dasgupta, 1987). The historical pattern of the flow of labourers persisted even after independence. In 2001, India's population exceeded 1 billion. At that time, 67.2% lived in rural areas and 32.8% in towns and cities. Between 1951 and 2001, the proportion of the population living in urban areas rose from 17.3% to 32.8% of the total workforce.

There is extensive debate on the factors that cause populations to shift, from those that emphasise individual rationality and household behaviour to those that cite the structural logic of capitalist development (Haan and Rogaly, 2002). Moreover, numerous studies show that the process of migration is influenced by social, cultural and economic factors and outcomes can be vastly different for men and women, for different groups and different locations with different backgrounds. The Indian constitution provides basic freedom to move to any part of the country, right to reside and earn livelihood of their choice. Thus, migrants are not required to register either at the place of origin or at the place of destination.

Migration has become a universal phenomenon in modern times. Analysis of migration pattern is important to understand the changes taking place in the people's movement within the country. It is the most volatile component of population growth and most sensitive to economic, political and cultural factors

(Singh, 1998). Proper understanding of the patterns of migration would help in the estimation of future population redistribution.

The reliability and dependability of these estimates depend much on the consideration of all the temporal factors of birth, death and internal migration on which population grows in its finest precision (Chakravarty, 1997). During the days when there is a lot of economic and industrial development in various parts of the country and when movement of the population has intensified, emphasis should be given to further understanding and study of the trends and patterns of migration. Several studies (Bose, 1977; Nair and Narain, 1985; Premi, 1990; and Singh, 1998; Zachariah, 1963, 1964) found that the volume of interstate migration in India was low but asserted the fact that about one third of India's population is enumerated outside their place of birth indicating the importance of migration as a major demographic process in India. Moreover, when regional fertility and mortality differentials decline, migration becomes the foremost component influencing the redistribution of population (Beck, 1985).

Internal Migration in India

In India, information on migration has been collected in a number of large scales and localized sample surveys. Yet the population census has remained the most important source of migration data. The paper uses the place of last residence data from the census of 1971 to 2001 and attempts to bring out the trends and patterns of internal migration in India. Table 1 below gives the absolute figure (in million) of lifetime migrants and inter-censal migrants based on the place of last residence criterion. In 1971 census, 160 million comprising of 50 million males and 110 million females, were termed migrants on the basis of place of last residence. This constitutes 30.6 per cent of the total population of the country.

Table 1: Internal migrants by sex, India 1971-2011

Year	Lifetime Migrants (in millions)			Percentage of migrants		
	Persons	Male	Female	Persons	Male	Female
1971	159.6	49.6	110.0	30.6	19.0	43.1
1981	201.6	59.2	142.0	30.3	17.6	43.9
1991	225.9	61.1	164.8	27.4	14.6	41.2
2001	309.4	90.7	218.7	30.6	17.5	44.6

Source: Indian Census 1971 to 2001

In terms of the total volume of migration, the figure has increased to 201 million in 1981, 226 million in 1991 and 309 million in 2001. The percentages of migrants to total population however declined to 30.3 per cent in 1981 and further to 27.4 per cent in 1991. It has however increased to 30.6 per cent in 2001.

Definition of Health

The World Health Organization (WHO) defined health in its broader sense in 1946 as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". The WHO definition of health has been criticized as being too broad. Some argue that health cannot be as "state" at all, but must be seen as a process of continuous adjustment to the changing demands of living and of the changing meanings we give to life. It is a dynamic concept. It helps people live well, work well and enjoy themselves.

Objectives of the study

- a. To study the profile of the respondents.
- b. To study the physical, mental and emotional state of the respondents.
- c. To measure the stress level of the migrant workers.
- d. To assess overall quality of life impression of the respondent.
- e. To find out the relationship between the stress level and quality of life.

Research Design

The study was descriptive in nature. The study was conducted in the industrial area around Mangalore, Karnataka. 250 respondents were selected using the simple random sampling method. An interview schedule was developed to use as a tool of data collection. The schedule comprised of question on personal profile, their employment, and various health related questions. The questions were closed ended with range values as options.

Problems and impact of distressed migration

India has a long tradition of urbanisation which has continued since the day of the Indus valley civilisation. The development of cottage industries, handicrafts and tertiary industries has brought in urbanisation just as the western model of 18th century. Underutilisation The continuous flow of population from villages has lead to numerous problems. Homelessness and subsequent sanitation, health, ecological hardships are a few of such consequences.

The migratory character of Indian labour has far-reaching consequences. Chief among them are as follows:

- The workers remain unfamiliar with their works due to the impact of urban areas, the bonds of old ties are loosened while the new ones are not established. Consequently, the worker's individuality is affected as well as his social status.
- Besides, factory work depends on strict discipline. His family remains in his village. Thus, the worker is deprived of his family pleasures. He easily becomes a victim of alcoholism, gambling and other evils. Due to these evils the efficiency of the worker is adversely affected. At the same time the wives who are left behind also show psycho-social disorders.
- The migratory character of labour may lead to unhealthy growth of trade unions. The industrial class is constituted of heterogeneous people. But due to its migratory character, intimacy is not developed. There is a biased approach towards regional workers.
- The frequent absence from work owing to repeated visits to the village places a serious obstacle in the way of establishing contacts between the employer and the employed and of building up the sense of co-operation.

Health status of migrants

Labourers working in harsh circumstances and living in unhygienic conditions suffer from serious occupational health problems and are vulnerable to disease. Those working in quarries, construction sites and mines suffer from various health hazards, mostly lung diseases. As the employer does not follow safety measures, accidents are quite frequent. Migrants cannot access various health and family care programmes due to their temporary status. Free public health care facilities and programmes are not accessible to them. For women workers, there is no provision of maternity leave, forcing them to resume work almost immediately after childbirth. Workers, particularly those working in tile factories and brick kilns suffer from occupational health hazards such as body ache, sunstroke and skin irritation (NCRL, 1991)

The absence of men adds to material and psychological insecurity, leading to pressures and negotiations with the wider family (Rogaly et al, 2001). Male outmigration has been seen to influence the participation of women in the directly productive sphere of the economy as workers and decision-makers and

increase the level of their interaction with the outside world (Srivastava, 1999 and forthcoming). But given the patriarchal set up, women may have to cope with a number of problems which are exacerbated due to the uncertainty of the timing and magnitude of remittances on which the precarious household economy depends. This, in turn, pushes women and children from poor labouring households to participate in the labour market under adverse conditions. Thus, the impact of migration on the women can be two-sided but the strong influence of patriarchy restricts the scope of women's autonomy (cf. Teerink, 1995; Menon, 1995; Rogaly et al, 2001).

Industrial health is comparatively a new system of public health. The basic objective behind industrial health is prevention of disease and injury. The health of the workers is of immense importance not only for themselves but also in relation to general industrial progress of the country. In India, the health of the industrial workers is adversely affected due to several reasons such as unhealthy conditions in the factories, bad climatic conditions under which they are required to work, long hours of work, low wages, illness due to ignorance and poverty etc.

Physical problems

The basic health problem faced by migrant workers is physical pains or illness due to fatigue. Most of the migrant workers engage hard work resulting in various types of body pain and aches; the level of energy is low and this will lead to finding alternatives such as alcohol and other substance to relieve the pain. Accidents are common in work place as there is lack of safety at the work place.

The problems of health of the industrial worker may be viewed from two angles; firstly the health hazards common to all citizens and secondly, the occupational health risks to which workers are exposed in certain industries. The main causes of bad health are: Insanitary conditions, Defective nutrition, Inadequacy of existing health services, Ignorance regarding the rules of hygiene and Industrial working conditions.

Most of the workers suffer from some disease or the other, 76 percent of the industrial workers have physical pain, out of which most of them have chronic back pain, shoulder pain and knee problems for many, 75 percent of the

industrial workers suffer from tension 66 percent suffer from fatigue occasionally but the alarming fact is 22 percent of them regularly suffer from the same problem. Migrant workers do suffer from other diseases such as cold, headache, nausea, allergies and dizziness occasionally. The management neglects these migrants who work as much as the locals. A majority of migrated workers are deprived of medical benefits and employee Insurance Schemes. Hence, it is absolutely essential that effective steps are taken to improve the health of migrants.

Lack of proper facilities, safety gears, helmets and other safety equipments mainly in the construction field has resulted in number of accidents and deaths of workers. No timely medical aid and lack of ambulance facilities have all contributed to a increase in accident incidence. 52 percent agree there were accidents taking place occasionally at work place and 73 percent are migrant workers working highly in large scale industries and construction workers. These migrants are mostly unorganised section of workers and thus they are not well represented in the management or even in the trade unions, resulting in a false notion of being a part of the organisation. These workers are the chief source of physical labour to the organisation, despite hiring a large number of migrants their health is least taken care off.

Psycho- Emotional Problems

Environmental conditions are a significant determinant of health risks to which a person is exposed. This may affect the psycho emotional state of the migrant worker. The biased nature towards the migrant and non migrant workers may affect the psychological level of the migrant worker. The time taken by the migrants to adjust to the new environment will be taxing and also the worker will miss the emotional support of the family. There are always problems such as emotional outburst, feeling of indecision, restlessness and depression are common.

A majority of them experience most of the psycho emotional problems occasionally. Major mental emotional stress faced by the migrant workers is restlessness 82 percent this may be due to various reasons like lack of support - family or at work place. 80 percent suffer from trauma due to pain as the result of heavy work, excessive over time without giving importance to ones physical health. The result of these is relentless as these workers take support

of a negative peer group leading to alcohol, smoking, gutka (chewing tobacco) and illegal sexual activities. One can find a lot of negative energy around the migrants as they self criticize themselves and start regretting their decision. They develop hesitancy in decision making due to depression and lack of interest in self and work and all these lead to emotional outburst which is at critical level for 10 percent

All the emotional and psychological problems lead to discomfort and lead to the alteration of the human behaviour and habits affecting the physical health of the individual. Migrant workers are soft targets to change ones behaviour, they are educated and ambitious people thus their desires and wants also increases a double fold, all these factors lead to excessive consumption of Alcohol and tobacco, the lack of housing facilities, low income compared to the high expenses all lead to a decrease in the quality of life.

Stress Related Problems

Stress has typically been used to refer both to demands placed on organism and to organism's internal biological and psychological response to such demands. Acute stress is the most common form of stress. It comes from demands and pressures of the recent past and anticipated demands and pressures of the near future. Acute stress is thrilling and exciting in small doses, but too much is exhausting. A fast run down a challenging ski slope, for example, is exhilarating early in the day. That same ski run late in the day is taxing and wearing. Skiing beyond your limits can lead to falls and broken bones. By the same token, overdoing on short-term stress can lead to psychological distress, tension headaches, upset stomach and other symptoms.

The main stress faced by migrants is finance, general wellbeing, coping with daily needs (80%). Economic depravity and over expenses lead to physical problem which brings on stress and results in Psychological issue. Working in a hazardous place is highly risky as well as critically dangerous for health 14 percent of individual this effects the general wellbeing 78 percent of the individual. The day to day stress in migrants will be more than non migrants as they have to adjust to a whole new environment. The socio- psycho and emotional factors also influence stress- if a person is in positive frame then the stress alters into eustress or if there is lack of emotional motivation from external or internal source can lead to distress and chronic stress in a person.

Work is a 75 percent stress factor in male migrants. New work offers a harsher competitive environment and challenging targets, it will be tough for migrant worker to achieve the goals set to them. The organisation plays a major role in controlling the stress levels at work place. The working migrants cannot handle the work life balance. A lot of migrant workers are illiterate and unskilled.

The migrants go through a lot of frustrations, conflicts and pressure in the new society. Adjustment in it, amenities like shelter and school for children are rare. Most of the migrant's jobs are highly movable and thus they tend to leave their family in place of origin, effecting sex life 52 percent and they are unable to satisfy their basic biological needs.

In a globalized world defined by profound disparities, skill shortages, demographic imbalances, climate change as well as economic and political crises, natural as well as man-made disasters, migration is omnipresent.

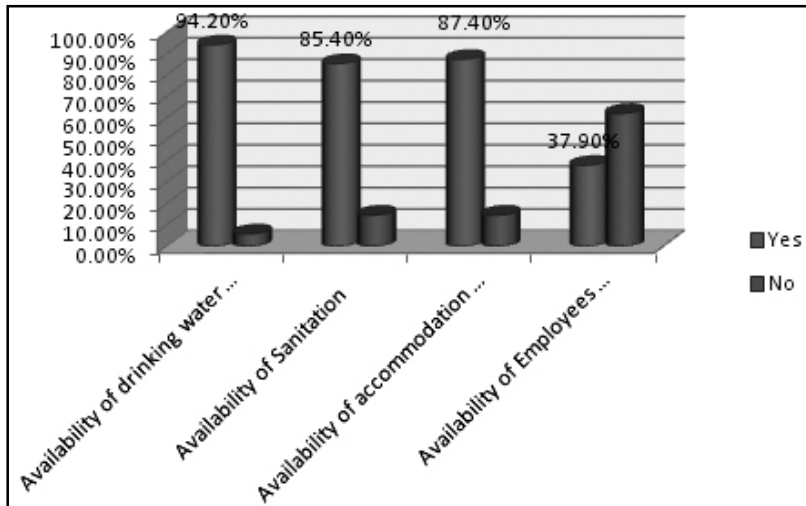
Overall Quality of Life of the Migrants

As regards the overall mental and physical health status of the respondents a majority 70.4 percent and 63 percent of them have medium (satisfactory) level of satisfaction. When we look at all the factors taking in consideration the health and facilities provided to the migrants a majority 48 percent live a satisfied, personal and professional life. In regard to the handling problems in the migrants lives nearly 39 percent stated having mixed feelings and a comparative majority 38.3 percent of the respondents are mostly satisfied with their actual accomplishments in their life.

Facilities provided for Migrant labours

Migration has become one of the most defining issues for development; more so now than ever before. In the last few decades, labour mobility has increased despite regulations, violence against migrants and scepticism about its impact on wage differentials and development (IOMn.d. SSRRC 2008). According to the Population Division of the UN, the world has a total of 214 million international migrants. This community contributes to the destination economies through cheap labour and to the source economies through transfer of remittances and skills. Notably, most of this number comprises low-skilled, semi-skilled migrants who work at the lowest level of the global economy under highly risky and abusive work conditions.

Figure1: Facilities provided to the Migrants



With the increasing centrality of labour and migration to Indian livelihoods, work on migration in India is only expected to grow further. Lately, the phenomenon has started to receive attention from both the practice community and the academia. A good amount of work has also been built up, demonstrating the possible solutions to various risks that the community faces, solutions that are also replicable and that can be taken to scale. There are, however, some serious impediments to scaling up of the solutions on migration as shown in figure: These bottlenecks need be cleared for framing an effective response to the phenomenon. In the above figure we find majority (94%, 85% and 87%) have the availability of water, sanitation and accommodation facilities respectively. The major concern for the migrant employees is the education of their children and lack of employee services such as Provident Fund and ESI.

Changes in core field

Education of the children is a major concern as these migrants move often and admissions in the existing government schools for the migrant workers children or starting new (temporary or permanent) schools for migrant children in industrial areas is widely suggested. Day care centres near construction sites or industrial areas for those toddlers or nursery age children whose parents are working will be a great help. Special educational scholarships for the migrant children using Adhar Card for linking of bank accounts should be given, so that children could bear the cost of their education instead of depending on their parents. Government or Private Hostel facilities for those children whose parents

are nomadic or those who are seasonal migrants should be available. The concerned authorities should make sure that children below 18 years are not involved in any kinds of hazardous working situation, if found, such children should be rehabilitated and provided with appropriate education. Facilities such as Adult education programmes inclusive of basic literacy, legal and other general information should be made available.

All the migrant workers should be provided with ESI facility. Depending on the migrant population, more health and social workers should be appointed. Conducting frequent medical camps in the areas of migrant residence and also in schools is to be taken up by the department of Child and Women Welfare and labour department. Compulsory and free treatment should be given in Government hospitals or PHCs for migrant workers and their families. Canteen facility with nutritious food in low or subsidized price must be made available. Safe Drinking water facility near construction areas is a must.

Health Insurance with low premium preferably by the companies should be given to migrant employees. In case of accidents during work, either there should be provision of insurance or the employer should provide for medical treatment unless it is caused by alcoholism. Primary Health centres should frequently visit the industrial premises, residential locality and their families in order understand health related problems. Primary health centres could involve social work organisations or social workers in their activities. Health officials should frequently visit the area in order to address their health issues.

Facilities such as temporary or permanent ration cards should be provided so that migrants get groceries at subsidized rates. The companies, who give contracts to other sub-agencies, should commit themselves to a mutual agreement or bond which takes care of labour welfare such as regulating minimum working hours, wages, safety issues, etc. Regulating minimum working hours is a must. Monitoring the payment of minimum and equal wage for men and women must be done by the labour department. Providing safe temporary shed houses instead of unsafe tents. State and National Policy makers should give priority to migrant workers issues and formulate policies, accordingly.

Conclusion

India is facing migration challenges and has increasing need to formulate and implement policies to improve migrants' health. Currently, India has few or no structural policies or programmes targeting the migrant issues in totality, and this segment of the population still faces exclusion from the various mainstream

programmes. There is a need to modify the existing policy structures and programmes so that the needs of this marginalized group are accommodated in the various national policies and programmes. Development of a National Migration Policy would be a proactive step towards it. Effective implementation of the available programmes as well as their convergence at source and destination levels at both inter- and intra-state levels would be important to improve the status of migrants' health. For this, inter-state collaboration is required among government departments to assess and subsequently tackle occupational risks and their health consequences before, during and after migrants' period of work, both in their place of origin and in their destination. Sensitization and capacity building of concerned policymakers and health stakeholders, mainly Ministries of Health and Family Welfare, Labour and Employment, Urban Development, NGO networks, employers associations of migrants, insurance companies and financial institutions need to be done on a large scale. Cadre building in government as well private sector is critical. The provision of basic services would require better coordination among departments located in different sectors and different areas. The central government has a major role to play in the whole process, including promoting an alliance between key health services providers and their respective departments, facilitate their capacity building, and oversee resource allocation. Migrants have rarely had visible champions to take up their causes. The few struggles and rights movements around migrant issues have focused on survival, livelihood and exploitation issues, while health has been given a back seat. It is time to mainstream health into dialogues on migrant's development.

The migration reciprocal process from metropolitan to other smaller cities or district head quarters needs to be planned. The whole thought is a new dimension towards achieving new paradigms in the transformation of the urban economy in India. These transformations are not easy to take place. The diversification of the investment from the metropolises to other cities is a must. The whole thought process can be achieved only with pro- rural policies that should be implemented by the government. This is done in order to save metropolitan cities from overcrowding and directing migrant streams to the villages and smaller towns and cities. It is very necessary that all- round socio-economic development of all rural and interior parts takes place.

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Process and Outcome Dimensions of Social Innovation in the Rehabilitation of the Differently abled

* Prince C P

Abstract

This is a conceptual paper in preparation for a qualitative research study at the Ph D level. Innovations were initiated in the discipline of business management but gradually engulfed the social arena where social innovation became a trademark of social entrepreneurship. Different theoretical underpinnings tried to define and form shape into the concept of social innovation but had hardly met with success. However social innovation played a remarkable role in answering serious global problems like poverty, unemployment, climate change, ethnic issues and civic unrest. Social work had entered into the social innovation scenario to address a host of community issues like displacement, disability, racism, communal conflicts, and questions of the exclusion of the subaltern and other discriminated groups of people. In the Indian situation the caregiving of the differently abled particularly those having mental illness is a matter of grave concern. This article tries to explore the social innovation venture applied to the rehabilitation of the differently abled through the individual initiatives inspired by faith dimensions of the Catholic Church that has lasted over a period of twenty years in the State of Kerala and outside. This rehabilitation activity is done by ordinary individuals without any professional expertise but with the support of people of Goodwill in the community. The process and outcome of such social innovation needs to be explored to find out the motivating drives which makes this programme sustainable. The personal and familial dedications also come under the purview of the study. Being a qualitative study a conceptual framework is given to such home based social innovation rooted in faith based dimensions with social responsibility for social value creation through sustainability leading to a social mission wherein the neighborhood committed involvement generated an innovative model.

Key words: *Social Innovation, faith dimension, Rehabilitation of the differently abled and sustainable social mission*

* Prince C P, Assistant Professor, P G Department of Social Work, St. Philomena College, Puttur, D K Karnataka

Introduction

The end of the twentieth century and the beginning of the twenty-first century witnessed the emergence of social innovation across the Globe. Due to technological advancement, high-tech communication, and increased social needs the disparity between the haves and the have-nots has widened. Increasing problems like poverty, unemployment, climatic change, ageism and increased criminality lead to for new methods of finding adequate solutions to such problems. Social innovation filled this gap by creating new methods to remedy these growing problems either through individual initiatives or community participation. Developing innovative solutions and new forms of organising and interactions to tackle the social issues has led to social innovation.

Social Innovation

It combines the passion of a social mission with an image of business-like discipline, innovation, and determination. It is high time for entrepreneurial approaches to social problems. Social innovations are necessary to develop new models for a new century.

In general, social innovation can be defined as new responses to pressing social demands, which affect the process of social interactions. It is aimed at improving human well-being. According to Agnes et al (2010), Social innovations are innovations that are social in both their ends and their means. Social innovations are also defined as new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations. In other words they are innovations that are not only good for society but also enhance society's capacity to act.

'Innovation' refers to the capacity to create and implement novel ideas which are proven to deliver value. **'Social'** refers to the kind of value that innovation is expected to deliver: a value that is less concerned with profit and more with issues such as quality of life, solidarity and well-being. Traditionally, innovation refers to shifting the technological frontier in order to produce more; however, gross domestic product does not fully reflect the quality of life or more general notions of 'happiness' or 'well-being' as pointed out, inter alia, by the Nobel Prize winner for Economics Daniel Kahneman in the American Economic Review and recently by the Stiglitz commission. In this sense, social innovation is adding an extra dimension which also implies multiple dimensions of output measurement.

According to the Oxford Book on Social innovation, social innovation (Geoff Mulgan, 2007) refers to new ideas that work in meeting social goals. Defined in this way the term has, potentially, very wide boundaries - from gay partnerships to new ways of using mobile phone texting, and from new lifestyles to new products and services. We have also suggested a somewhat narrower definition: 'innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organisations whose primary purposes are social'. Further to narrow down the definitions the following one are meaningful.

The Stanford Social Innovation Review (Phills et al. 2008) defines social innovation as 'a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals. A social innovation can be a product, production process, or technology (much like innovation in general), but it can also be a principle, an idea, a piece of legislation, a social movement, an intervention, or some combination of them.'

As per Frank Moulaert et al (2013), Social innovation refers to finding acceptable progressive solutions for a whole range of problems of exclusion, deprivation, alienation, lack of wellbeing, and also to those actions that contribute positively to significant human progress and development. Social innovation means fostering inclusion and wellbeing through improving social relations and empowerment processes: imagining and pursuing a world, a nation, a region, a locality, a community that would grant universal rights and be more socially inclusive. Socially innovative change means the improvement of social relations - micro relations between individuals and people, but also macro relations between classes and other social groups. It also means a focus on the different skills by which collective actors and groups play their roles in society. If social innovation is about addressing problems, improving the human condition, satisfying the needs of humans, setting agendas for a better future, and so on, then as a scientific concept it should include the search for improvement or fulfillment of human existence, a better equilibrium in living together, together with the evolution of relations between human beings and the initiation of actions to improve the human condition.

Social innovation is considered to be path dependent and contextual. It refers to the changes and agendas, agency and institutions that lead to a better inclusion of excluded groups and individuals into various fields of societies at various spatial scales. Social innovation is very strongly a matter of process innovation of changes

and the dynamics of social relations including power relations. Therefore, social innovation is about social inclusion and about countering or overcoming conservative forces that are eager to strengthen or preserve social exclusion situations. Social innovation, therefore, explicitly refers to an ethical position of social justice; the latter is, of course, susceptible to a variety of interpretations and will in practice often be the outcome of social construction (Moulaert et al. 2010).

With or without the epistemological "support" of academic traditions, social innovators are working in the area of integrating economic and entrepreneurial objectives with objectives of social cohesion, participation, justice and sustainability. Thus social innovation leads to a commitment to the society to transform the society from the existing situation to a new status that could eliminate the existing structure and recreate a new structure.

What would be the process and outcome in social innovations?

The process dimension of social innovation

Many have stressed that an important aspect of social innovation is the process of social interactions between individuals to reach certain outcomes. Or as Nobel Prize winner Joseph Stiglitz puts it, 'we care not only about outcomes, but also about processes. It makes a difference, for instance, whether we choose what we consume or if it is given to us...an economic system is to be evaluated not just on outcomes but on how outcomes are arrived at.'

Social innovation emerges from a set of drivers oriented by co-creative processes (for clients and users), based on collaborative networks, and originated from global challenges and social needs (Guida and Maiolini, 2013). In other words, social innovation is generated from individual and ethical considerations that serve to create new knowledge through a social capital perspective.

In relation to this categorisation of the principal characteristics of social innovation, we can give a definition of social innovation that takes into account the difficulty to understand the origin of the phenomenon, and how the process is organised: 'Social innovation is a creative process, mostly collective, driven by the purpose of social utility that tries to establish a link between knowledge and competences of various actors in order to obtain a certain level of well-being starting from a community that plays the role of disseminator' (Guida, Maiolini, 2013). This process is generated when the ability to develop innovation does not depend on the initiative of a single individual, but on a various group of players that act in a collective manner. It is characterised, therefore, by the possibility of using networks of

individuals and groups to facilitate a process of co-creation and participatory management decisions. On the other hand, the process depends on the context in which it develops, and the degree of sharing of the phases of research, selection, development and implementation of various innovative practices. Thus there is society involvement in the social innovation process. But 'who will bell the cat?' Someone should take initiative and men of goodwill join with such in innovator.

The process includes activities, people and organizing. The individual or group of people with a non profit motive undertakes a set of activities and the entire organizing constitutes the process.

According to Dennis R. Young (2013), social innovation process includes Idea Generation, Proposal Development, Resource Development, Path Clearing, Organizing Venture Leadership, and Program Development. It could be attributed to social innovation as well.

A study by Monica et al (2009) in proposing two polar opposite "ideal types" - one based on traditional concepts of non-profit organisations and one that employs entrepreneurship as a strategy for achieving social aims (such as poverty and marginalisation) - the process components (activities, people and organising) and their interrelationship are explained. The dimensions of each component that facilitate or constrain entrepreneurship are conceptualised along a continuum, whereby a predisposition toward either end of the continuum forms the basis of classification. Upon assessing each process component, an overall determination of type can be made. Effectiveness - innovation in dealing with the challenges of social exclusion and marginalisation; increased self-sufficiency and sustainability - depends upon the extent to which the process components are congruently configured to foster entrepreneurship.

The outcome is the end result which could be social status, satisfaction as ulterior motive and the welfare of the immediate beneficiaries as immediate motive. The outcome could be varied based on the purpose, process and performance. The outcome in social innovation may be service of the society.

Theoretical perspectives of social innovation

The social demand perspective: Approach 1

If there is a narrow interpretation of 'social' it would suggest viewing the social dimension as complementary to the economic or business dimension. However, 'Social' would refer to the needs of those groups, communities or segments of society which are more vulnerable and less able to be involved or benefit from the

value generated by the market economy. The main rationale behind the need to pursue social innovation is that today the effects of the financial and economic crisis on social change are uncertain. On one hand they can accelerate long-delayed changes; at the other they can cause fear and anxiety as a direct result of this uncertainty. It is therefore necessary to bring about change that will protect those who are most vulnerable to change, prevent discrimination and at the same time realise the potential and increase the capacity of all. Thus, the main focus would be on issues such as the integration of disadvantaged groups (including unemployed youth, migrants, etc.), new ways of providing unmet social, health and educational services and care of children and the elderly or urban regeneration. Social innovators are pioneers, having to deal with those who are resistant and clinging on to acquired attitudes and practices because of fear of the unknown arising from the effects of change. By forming social partnerships and exchange and cooperation networks, social innovators are able to adopt novel approaches and thereby overcome this inertia and aversion to risks. Social enterprises engage in economic activities, producing goods or providing social and health services or pursuing various societal objectives that contribute to the development of society in general or of local communities. The managers and partners of these companies operate without seeking to add pecuniary or material gains to their assets; profits, when they occur, are in principle (re)invested in the enterprise to help achieve its objectives. According to this approach, social innovations are innovations that respond to social demands that are traditionally not addressed by the market or existing institutions and are directed towards vulnerable groups in society (Agnes et al 2010). Can there be a social demand in all social innovations? It would be doubtful and hence the need to explore other approaches.

The societal challenge perspective: Approach 2

A broader view would suggest that in a sustainable development perspective, the creation of well-being is valued, adding a new dimension to economic output. In a sense, the boundary between the social and the economic domains blurs, and the 'social' becomes an opportunity, rather than a constraint, to generate value. The value added to the economy is as a result of the challenges put forward by the economic activities to the society and in turn it also demands certain social responsibility from the economic domain. Here, innovation is seen as a process that should tackle 'societal challenges' through new forms of relations between social actors.

The systemic changes perspective: Approach 3

A third view focuses more on the ultimate objective of social innovation: sustainable systemic change to be reached through a process of organisational development and changes in relations between institutions and stakeholders. The empowering/learning/network process dimension is central and the outcomes are improvements in the way people live and work. In other words, the outcome of social innovation is reshaping society itself. Thus the social dimension of innovation relates to changes in fundamental attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services, methods and ways of working, responsibilities and tasks of institutions and linkages between them and different types of actors.

There are change agents in society which could be individuals, movements or organizations. The change could be initiated by any of these three groups or could be found joint ventures. The theory of change speaks about environment which should be favourable for any possible change.

The Oxford book on Social Innovation (Geoff Mulgan, 2007) gives a 'connected difference' theory of social innovation which emphasises three key dimensions of most important social innovations: they are usually new combinations or hybrids of existing elements, rather than being wholly new in themselves putting them into practice involves cutting across organisational, sectoral or disciplinary boundaries n they leave behind compelling new social relationships between previously separate individuals and groups which matter greatly to the people involved, contribute to the diffusion and embedding of the innovation, and fuel a cumulative dynamic whereby each innovation opens up the possibility of further innovations. This approach highlights the critical role played by the 'connectors' in any innovation system - the brokers, entrepreneurs and institutions that link together people, ideas, money and power - who contribute as much to lasting change as thinkers, creators, designers, activists and community groups.

The above given theoretical approaches also explains the need for further study into social innovation in its process and outcome.

The proposed study is the process and outcome of social innovation in the rehabilitation of the differently abled and so it would be good to explore the concept of differently abled.

Differently abled

Although precise numbers are difficult to determine, research indicates that as much as 7-10% of the world's population has a disability. Hereafter the disability is renamed as people differently abled to avoid value loaded judgment and labeling. People who are differently abled and their families tend to be disproportionately poor and socially marginalized. The incidence of differently abled is set to rise in future as the world's population ages, and as war and debilitating disease continue to take their toll. The specialists note that people who are differently abled face many of the challenges that other poor, marginalized, and vulnerable groups face, such as lack of adequate support services in their communities, lack of resources and economic opportunities, and physical and attitudinal barriers to their participating fully in society. The "disability" as defined by the United Nations Standard Rules on the Equalization of Opportunities for People who are differently abled is: "physical, intellectual or sensory impairment, medical conditions or mental illness," whether long or short-term, which leads to the "loss or limitation of opportunities to take part in the life of the community on an equal level with others." Physical - (Physiological disorders or conditions; Cosmetic disfigurement; or Anatomical loss) - orthopedic, visual, speech, and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, and rare disorders.

Mental - mental or psychological disorders, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Co-occurring - combination of two or more impairments.

The most significant elements limiting expression of power and personal influence of people who are differently abled may be the impairment/dependency attitudes of some interested supporters, traditional practice providers, and often society in general. Employment and valued community participation appear to be frontline solutions for undoing the disempowerment and dependency cycle for people who are differently abled. Best practice community-based services and supports offer conditions where choice/decision making becomes fine tuned, and where networks of support develop and personal growth opportunities occur naturally.

The challenge is for persons who are differently abled and when appropriate families to work in concert with schools, support agencies, the business community and other stake holders to ensure quality community based outcomes. Expectations tend to be low regarding employment success for individuals who are differently abled. Frequently there is encouragement toward a path of stereotypical

employment options, if work is even a consideration. The support networks are often inadequate at best and fragmented with little emphasis being placed on a career path.

There are several examples in the west for religious initiatives for social innovations in the rehabilitation process of people with disability. The work of Albert et al (2006) on disability advocacy among religious organizations, histories and reflections speak on the experiences of different religious sects in North America. According to Elizabeth et al (2011) there are multiple theories that explain the disability and the rehabilitation of the disabled. Michael Oliver (1990) discusses on the politics of disablement. The International Conference on Human Resource development in the area of disability rehabilitation held on 25-26 April 2005 presented papers on community based rehabilitation. The edited works of Renu et al (2009) discussed the cultural and societal forces behind the disability rehabilitation. Ramesh Patel (2006) compiled articles that studied mainstreaming and inclusion of the disabled. Politics, culture, identities, stigma and a host of similar theoretical works were consolidated in the edited book by Lennard J. Davis (2013) with the title 'The Disability studies reader'. All these and several other literatures indicate the role of the community in the rehabilitation process of the disabled.

This study focuses on the existing model of rehabilitation of the differently abled evolved in a faith based perspective through individual initiatives turning into a social enterprise. Being inspired by Charismatic movement of the Catholic Church in Kerala several individuals initiated rehabilitation of the differently abled, home based depending upon the providence of God. Majority of the differently abled were destitute or their family members were unable to care them. These individual initiatives were supported by men of good will from the neighbourhood and the community who supported the venture with money, material and voluntary services.

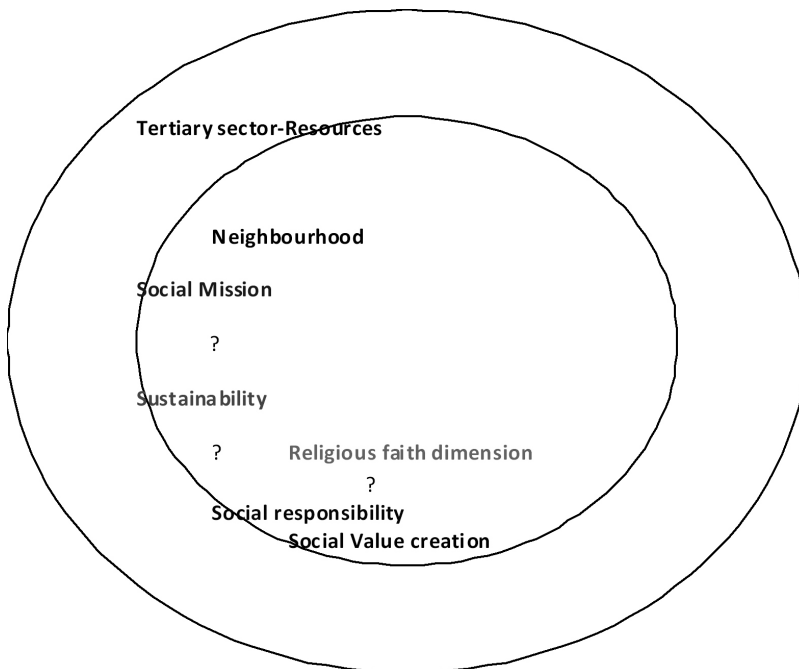
This study is an attempt to explore the process and outcome dimensions in social innovations of rehabilitation of the differently abled by individual initiative with community support with special reference to Kerala.

Conceptual mapping on social innovation in the rehabilitation of the differently abled, a home based model

An overview of the community rehabilitation of the differently abled should connect the history of more than twenty years when a few individuals inspired from catholic charismatic retreats in Kerala state took the initiative to care for the destitute differently abled in their own homes. It was the beginning of social innovation with a faith perspective believing the words of Jesus, 'When you do to the least of my

brethren you do unto me' (Mt. 25: 40). The members of the community observed such innovative venture and understood the sincerity and commitment behind the humanitarian task, owned the entire project as community responsibility and provided financial and material support to such ventures. Similar episodes have continued and today more than eighty such centers having inmates of 50 to 800 or more and functioning in a miraculous way in the community are expression of participation and community ownership. There are no committees or organizations behind these projects; rather the individual initiative is supported by the community.

The nucleus would be a home bound rehabilitation center; the next outer circle would be the family members and volunteers who are directly involved in the enterprise. The next layer would be the neighborhood community who support the venture with prayers, finance and materials.



The outer most circle would include the larger community and tertiary stakeholders in the community such as religious institutions, NGOs, hospitals and similar kinds who provide technical support throughout.

The driving force is the religious faith based spirituality which is the total trust in the providence of the Almighty God which is followed by faith in good works that contributes eternal life. It gives a social responsibility which makes the individual

and the community to proceed towards a social mission. When such a social mission is with conviction and commitment it becomes sustainable. When the entire family is involved in the enterprise the very rehabilitation itself becomes a livelihood upon social enterprise parameters. This process leads to an outcome which is also socially innovative. It leads to social value creation. The community feels that every destitute disabled in the community is a member in their own family and it is the responsibility of everyone in the community to look after them and to meet all possible needs of such disabled.

An alternative livelihood model

There is no profit motive, any income generation. But any returns out of any productive activities are ploughed back to various activities aimed at the welfare of the disabled. A few volunteers are engaged in the care of the disabled. It is a livelihood model not in terms of an enterprise that generates income but an enterprise that takes care of the basic needs of the disabled particularly the mentally ill. Although a few productive units like bakery, book binding and tailoring enterprises are promoted in some centers the goal is more of making the disabled functional in their day today life than procuring income for themselves which would be impossible due to cognitive deficits the inmates are having.

Social entrepreneurs play the role of change agents in the social sector, by adopting a mission to create and sustain social value (not just private value), recognizing and relentlessly pursuing new opportunities to serve that mission, engaging in a process of continuous innovation, adaptation, and learning, acting boldly without being limited by resources currently in hand, and exhibiting heightened accountability to the constituencies served and for the outcomes created.

General Objective

To explore the process and outcome dimensions of social innovations in the rehabilitation of differently abled with special reference to Kerala

Specific objectives

1. To understand the driving forces behind individual initiatives of the social innovations in the rehabilitation of the differently abled and to find out their sustainability.
2. To explore the personal and family life of such entrepreneurs in the given context

3. To discover the social values generated through this model and the level of attitude change in the community in terms social responsibility
4. To map the process and outcome dimensions of community based rehabilitation of the differently abled in social innovations

Research questions

1. What motivates the individuals and families in engaging in the social innovations in the rehabilitation of the differently abled?
2. What are the religious and spiritual factors contributing to sustainability of such initiatives?
3. What are the personal and family commitments innovators make in the entire process of the rehabilitation discussed?
4. What makes the neighbourhood and community contribute to this venture?
5. What do the innovators and supporters consider as intangible outcome of such interventions?

All these questions give way for the research which would probably the process and outcome of the social innovations under study.

Conclusion

Therefore social innovations for the rehabilitation of the differently abled deserve prime importance and the process and outcome of such social innovations in the chosen projects needs effectively scrutiny, study and research. Hence an attempt to study the existing models as well as to experiment a host of new ventures using qualitative research methodology.

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Elder Abuse - The need for Social Work Intervention

* Manoj H R ** Pradeep B S

Abstract

Elder abuse has devastating consequences. It jeopardizes the health and well-being of seniors and has significant implications on health and social support. Abuse of the elderly has been a serious social and public health issue. It undermines a senior's independence, dignity and sense of security. It damages lives and destroys relationships in the process. When there is a need of intervention in problems of the aged, geriatric social work has to play a key role in finding out solutions for problems of senior citizens. This paper concentrates on identifying the intensity and forms of elder abuse in Davangere District of Karnataka. Elder abuse can take various forms such as physical, psychological or emotional and financial abuse. It can also be the result of intentional or unintentional neglect. In many parts of the world, elder abuse occurs with little recognition or response. Until recently, this serious social problem was hidden from the public view and considered a private matter. Even today, elder abuse continues to be a taboo, mostly underestimated and ignored by societies across the world. Evidence is accumulating, however, to indicate that elder abuse is an important public health and social problem.

Key Words: *Physical abuse, Emotional abuse, Financial abuse, Geriatric social work, Elderly care*

* Manoj H R, Teaching Asst., DOS in Social Work, Davangere University, Karnataka

**Pradeep B S, Asst. Professor & Chairman, DOS in Social Work, Davangere University Karnataka.

Introduction

All people have the right to live their lives without abuse, neglect, and exploitation irrespective of their age. Abuse or mistreatment of the aged is a matter that requires attention due to increasing life expectancy and thereby, an increase in the aged population. India's life expectancy has increased from 58.5 years in 1990 to 66.4 years in 2013 due to improvement in the health sector. Society has to realize that increasing years of living is not the only concern: adding meaningful life upon increased living years should be the prime concern towards building a healthy and stable society. In the present context, 8% of India's population is constituted of elders. According to the United Nation Organization projections, nearly 20% of the Indian population will comprise of people over age 60 in 2050. (WHO, 2001)

Such a situation brings with it a number of problems; there is pressure on all aspects of care for the older persons - be it financial, health or shelter. As the twenty first century progresses, the growing insecurity of older persons in India is very visible. With older people living longer, the households are getting smaller and congested, causing stress in joint and extended families (WHO, 2001). Even where they are co residing, marginalization, isolation and insecurity is felt among the older persons due to the generation gap and change in life styles. Increase in lifespan also results in chronic functional disabilities creating a need for assistance required by the older person to manage chores as simple as the activities of daily living. The traditional system of the lady of the house looking after the older family members at home is slowly changing as the women of the house are also participating in activities outside their homes and have their own career ambitions. The health and care of elders pose a financial challenge for middle income families. The migration from villages to towns because of employment are causing the aged to feel lonely in their homes along with caregiver's negligence and denial of care for elders impacting a social breakdown at a time when the elders need help the most.

The problem is that many families incorrectly continue to view the aged as debilitated, frail and demented. Care and health assistance is essential for their survival, due to the challenges of aging: care from the children and in-laws is vital, but in today's world, due to various reasons, the aged are denied the needed care, thereby violating their lives in many forms at a helpless age. It is a human right to live and survive in a dignified manner, but denial of needy

assistance from caregivers is clearly a violation of Human Rights. This mistreatment or denial to aged persons is Elder abuse. With the future in mind, this area is in need of proper intervention (Rajan et al, 1999)

At this age, there may arise a situation of losing a life partner, increasing health challenges, financial dependency, emotional disequilibrium, social isolation making the aged frustrated and increasing the chances of depression (Johnson et al 2010). The intervention of social work is needed in the area of aged care and to prevent abuse.

Conceptualizing Elderly abuse

Elder abuse can be defined as "a single, or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person". Elder abuse can take various forms such as physical, psychological or emotional, sexual and financial abuse. It can also be the result of intentional or unintentional neglect. (WHO, 2014)

Elder abuse, also known as elder mistreatment, generally refers to any knowing, intentional, or negligent act that causes harm or creates a serious risk of harm to an older person by a family member, caregiver, or other person in a trust relationship.

Physical Abuse: It is the use of physical force that causes pain, discomfort or injury or that is excessive for or inappropriate in, the circumstances, or (b) administering or withholding medication for inappropriate purposes. Includes rough handling, physical assault (shaking pushing, pulling, slapping, hitting) improper health care and overmedicating.

Financial Abuse: Any theft or misuse of money or property like household goods, clothes or jewelry. It can also include withholding funds and/or fraud. Note: the most commonly disclosed form of elder abuse is financial abuse. It includes forcing a person to sell possessions, wrongful use of power of attorney, forcing someone to change his/her will and not spending money on aged.

Emotional Abuse: Any action or behavior that may diminish a senior's sense of well-being, dignity or self-worth. Emotional abuse includes failure to treat a senior as an adult, imposed social isolation including shunning or ignoring or lack of acknowledgement, handling without respect & verbal abuse.

Who abuses the Elderly?

Family members: Most elder abuse is caused by a family member. This could be a son, daughter, spouse, grandchild, or other relative. This family member is often dependent on the older person for money or a place to live. The abuser might have difficulties, such as chronic unemployment, or psychological or personal problems.

Professional caregivers: Sometimes elderly people are abused by health care and social service providers, either in the community or in long term care homes. Theft and assault can happen in institutions, but most abuse takes the form of neglect, poor care, and lack of respect for residents.

Elderly abuse, a hidden crime

Elder Abuse is often referred to as the 'hidden crime' that seniors are reluctant to speak about. When elder abuse occurs, many older adults have the capacity and ability to communicate their concerns but, for a variety of reasons such as shame, embarrassment, and fear they are reluctant to talk to anyone. If they are ready to disclose to someone that they are being abused and have a voice to tell their story, social and community support is usually available to them.

However, older adults who are capable but do not have a voice or, have difficulties in verbalizing words, creating a barrier for them to disclose abuse are often overlooked. This inability to speak may make health care providers, social service workers and police to view the person as being frail, not competent and question their credibility when elder abuse is reported. These circumstances make it very difficult, if not impossible, for older adults to report abuse. (WHO,2001)

Mistreatments of elders, most of the times, remain unnoticed and unpredictable. Even the victims themselves aren't likely to speak up as they're being stripped off of their independence, resources, health and dignity. The circumstances of family, effects of age and fear of social isolation make the victim to hide their sufferings from the outer world. So there are some symptoms that can identify abuse. These symptoms have to be critically analyzed to detect hidden crime. Here are some common red flags, (WHO,2001)

- Unexplained injuries or behavior
- Fear of certain people and situations
- Sudden decline in physical appearance

- Isolation from family and friends
- Disappearance of possessions
- Financial changes, including unexplained large withdrawals, the addition of others on a Bankcard and unpaid bills despite adequate income
- Unsafe living conditions

Methods

The research design used for the study was exploratory in nature. The universe of this study consists of elder persons who were more than 60years of age. The researcher decided to delimit the area with the inclusion and exclusion criteria.

The study was conducted in three major towns, namely Davangere city, Harihar & Honnali in Davangere district of Karnataka using quantitative as well as qualitative approach of data collection and analysis. To supplement the quantitative data and to get a deeper insight into the life situations of elderly people and give voices to numbers, in-depth interviews of elder persons were conducted with direct observation and listening.

It was decided to cover a cross-section of the population by using multistage random sampling technique.

Results And Discussion

Table 1 Socio-Demographic details of Respondents

Sl. No	AGE (in years)	MALE	FEMALE	TOTAL
1	60-65	27	18	45
2	65-70	20	16	36
3	Above 70	18	13	31
Gender total		65	47	
Sl. No	Annual Income	Class	Total	%
1	Below 10k	LOW	28	25%
2	10k to 1Lakh	MIDDLE	28	25%
3	1Lakh to 10 Lakhs	UPPER MIDDLE	28	25%
4	More Than 10 Lakhs	HIGH	28	25%
TOTAL			112	
Sl. No	Living status	Male	Female	Total
1	Without spouse in family	20	19	39
2	With spouse in family	45	28	73

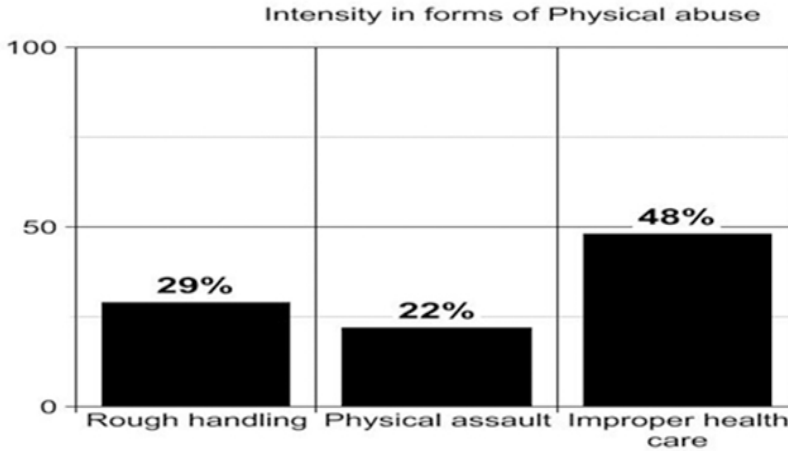
Table.1 contains demographic details of the respondents. A majority of the respondents i.e., 40 percent were in the age group of 60 - 65 years, 32 percent of respondents were between the age group of 65 - 70 years and 27 percent were above 70 years of age. In matters of gender, 42 percent were female and the rest 58 percent were males.

For the purpose of finding class-wise abuse rate, data was classified into four major income groups in which all the classes was given equal preference of 28 respondents from each income group.

As the spouse is the prime care-giver in old age, study was divided between those who are living with spouse and without spouse. 35 percent of the respondents have lost their life partners out of which 51 percent were living without their female counterparts and 65 percent are living with spouse.

Physical Abuse

Diagram. 1 Intensity in Form of Physical Abuse



As seen in the above Diagram.1, 22% of the respondents said that they face physical assault. A majority of the elderly from low income groups suffer from physical assault; 18 out of 28 respondents severely suffer from physical assault, causes for the physical assault here was alcohol addicted children.

Table 2 – Classification of victims according to Socio-economic status

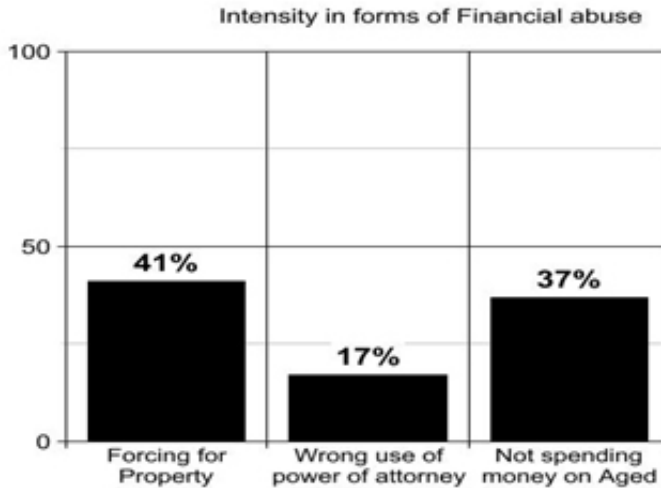
	Low	Middle	Upper middle	High	Total
Rough handling	18	9	5	1	29%
Physical assault	16	7	2	0	22%
Improper health care	20	21	7	6	48%

As shown in Table.2, 29 percent expressed that they are victims of rough handling, 21 out of 28 from low income groups are denied proper care and materials needed for daily life.

Majority of the respondents i.e. 48 percent clearly said their family members or care takers do not provide proper health care to illness caused due to age. Of these, 32 percent of respondents are from middle income families, 31 percent from low income families and 8% from high income generating families.

Financial Abuse

Diagram 2- Intensity in Form of Financial Abuse



As seen in the Diagram.2, 41 percent of respondents expressed they have been forced for property or to change power of attorney of property. 17 percent respondents have said that they have been subjected to wrong use of power of attorney; and after property was transferred to children’s name, children used the property and/or sold the property without asking their parents. Majority of the respondents, 37 percent clearly said their family members or care takers are not spending proper money on aged for daily needs.

Diagram 3 - Forcing for Property according to Socio-economic status

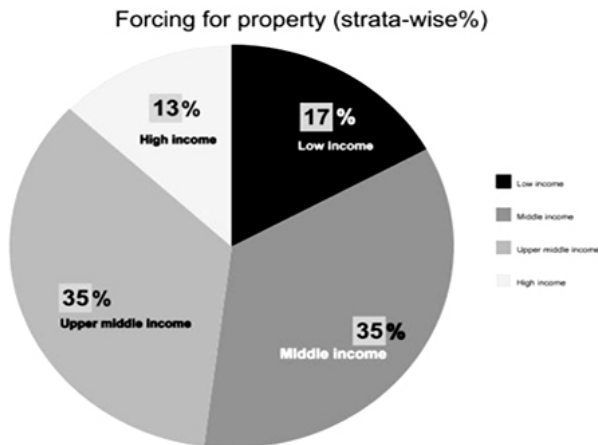


Diagram 2.1 indicates, 35 percent of respondents from middle class and higher middle income group are the victims of forcing for property; forcing in forms of verbal abuse and mistreatment. This is the severe form of abuse, according to the respondents. About 17 percent are victims for forcing property in low-income group.

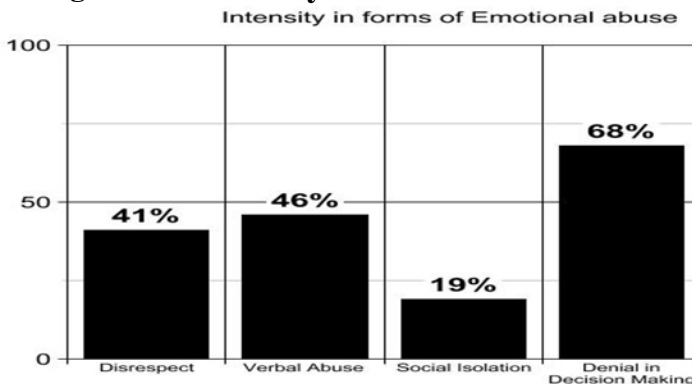
Emotional Abuse

Table 3 - Intensity in Form of Emotional Abuse

	Low	Middle	Upper middle	High	Total
Disrespect	14	10	13	9	41%
Verbal abuse	20	16	8	8	46%
Social isolation	6	5	7	3	19%
Denial in decisions	18	17	20	21	68%

For understanding emotional abuse, researcher set parameters of disrespect, verbal abuse, social isolation and involvement in decision making.

Diagram 4- Intensity in Form of Emotional Abuse



As in the Diagram.3, data reveals that 41 percent are not getting proper respect from family or care givers; disrespect is found to be high in high-income generating families compared to other families with 20 out of 28 respondents said they are disrespected. Verbal abuse is another form of elderly abuse which is almost equally found in all the strata; 53 percent of respondents out of 112 face verbal abuse from family. 10 percent of the respondents stated that they are socially isolated. 68 percent of respondents revealed they are not involved in decision making process of the family. Comparatively, low income group families involve their parents in decision making rather than middle and high.

Findings

After thorough analysis of information gathered through direct interviews, the researcher has been able to outline some of the findings as below.

With respect to demographic details, it was found that 34 percent of the respondents are widows and widowers who are spending old age after losing their life partners; this causes helplessness and increases dependency on children or family. If the family neglects them, they feel disturbed in their life.

Physical abuse is analyzed under three parameters: rough handling, physical assault and improper health care towards the aged by family. 29 percent of aged revealed they are not getting proper attention from family towards their health. Problem of rough handling majority found in low-income group. 22 percent of aged face physical assault from their children or other family members. The prime reasons behind the physical assault are financial problems and alcohol consumption. 16 out of 28 persons from low income group are threatened by physical assault. The problem of improper care towards health is faced by 48 percent of the aged in the study area. It is the main abuse found in this category in which most of the victims are from low-income and middle income families.

Researcher bifurcated financial abuse to three parameters: forcing for property, wrong use of power of attorney and not spending money on aged. According to the study, 41 percent of the elders are the victims of forcing of property out of which most of them are from middle and upper middle groups. 16 out of 28 in each group face the aggression of family members for changing power of attorney or to write will on their authority.

After forcing abuse 17 percent of aged face wrong usage of power of attorney by their own children, here the group faced the abuse is upper middle income groups where many are in a situation where they cannot object to the children's abuse and become victims by thoughts of prestige and being incapable of confronting children due to their health dependency on them.

37.5 percent of the families do not spend enough amount of money for the health purpose of the aged in their family. Most of the times, these persons are dependent on government health facilities. In case specialized medical facility is required, the elderly are incapable of availing of those facilities as they are neglected by the family.

Emotional abuse is divided by the four parameters: disrespect, verbal abuse, social isolation and denial in decision making within the family. 41 percent of the elders are not respected by the family in which almost all income-groups people are faced by the abuse of disrespect.

In the studies, 46 percent of the elders agreed that they have been victims of verbal abuse. 20 out of 28 from low-income groups and 16 out of 28 from middle income groups are face verbal abuse from the family members.

19 percent of the elderly in the study are socially isolated and 68 percent of the families do not involve the elders in making decisions about the family.

The Study revealed that physical abuse is mostly practicing in lower strata of the society compared to middle and high income generation sections. But in case of emotional abuse it is found in middle income group and largely in upper-middle group. Financial abuse is found mostly in almost all income groups.

Suggestions

As India is moving at a good pace to establish a stable society, it is important to construct a healthy society by considering all sections of society. A stable society will be achieved only when each and every person of society gets proper and equal quality of life. Old age, as a normal part of the human life cycle, creates some extent of dependency. It is everyone's responsibility to make final stage of human lifespan worthwhile, affectionate and meaningful. The evil practice to deny the required help and support during old age and violence against weaker section should not be tolerated towards building healthy environment. Hence, geriatric social work will emerge as the tool for the problems faced by elders. The skills, techniques and strategies of geriatric social work focus towards finding solutions to problems of elderly people. With that, the policy maker has to provide proper attention to strengthen the life of elders with proper framework.

Conclusion

Thus geriatric social worker plays a vital role in aiding elderly population to lead better and worthy life in all aspects in society. At present, in the Indian population, 90 million people are aged, and it is estimated that by 2050 the total number of elderly population will be about 315 million and this data indicates the significance of Geriatric social worker in the years to come. Now a day's concern of health in old age is gradually increasing in rural and urban areas. This attitude of people paves the way for emergence of geriatric social work in the world.

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Child Rearing Practices and Unequal Educational Opportunities to Girls

* Shirley Thomas ** Jacinta D Souza

Abstract

A person's sexuality comes from within him or her, making a person belong to certain type of sexual orientation group. Unlike sexuality, gender roles are imposed, through a variety of social influences. Formed during the socialization phases of childhood and adolescence, gender role issues influence people throughout their lives and conflict can arise when someone does not feel at ease with his or her gender role. The concept of masculinity and femininity is greatly influenced by the various roles performed by parents in the upbringing of their children. Just as the parents can provide positive role models, so too, can they serve as negative role models.

Education certainly plays a very prominent role in changing the mindset of the people towards gender. Despite the initiatives taken in the realm of policy, discrimination faced by girls in schools, gender construction of roles within families and society continue to be the major barriers for participation of girls in schools. It therefore becomes vital to understand and analyze the present practices that take place in the family and in school, both of which are part of the larger society, which is patriarchal in nature.

As children are the future of our nation, if we want to have our next generation comprising of individuals who are non sexist in their approach and free from biases and prejudices, we need to create facilities and opportunities within our educational system that are democratic and focus on nurturing human qualities rather than developing traits that are masculine and feminine. Gender roles are learned behaviour and are hard to change but they can be changed as they are not immutable. What is needed is a human approach towards gender equality and deconstruction and reconstruction of gender roles.

Key words: Child rearing, Gender socialisation, Girl child, Education, Development

* Shirley Thomas, Research Scholar, School of Social Work, Roshni Nilaya (Mangalore University), Mangalore.

* Dr Jacinta D' Souza, former Principal, School of Social Work, Roshni Nilaya Mangalore.

Introduction

In pre-ancient India, importance was given to women's education. However, in the Vedic period, women had good access to education but gradually lost it. Eminent women like Gargi, Maitrei, Apala and Lopamudra prove that women's education prevailed during the early Vedic era and that they enjoyed equivalent position and rights with men. After 500 B.C.E., the position was not same as it started to decline. Various customs and conventions of diverse religions further deteriorated and depreciated the condition of women. Luckily an array of socio-religious movements helped the development of women's literacy in the later stages of history. Women's education in India revived with the influence of British and also with the advent of Bhakti movement. In the early centuries of the Christian era, the ordered form of women's education was incorporated. The number of literate women among the female population of India was between 2-6% from the British Raj onwards to the formation of the Republic of India in 1947 (Raman, 2006). With the growth of modern education in the late nineteenth and early twentieth century, the elite created conditions propitious for the emergence of an articulate women's movement throughout the country.

Women constitute 47 percent of the total population of India as per census 2011. They constitute about half of the world's population; are the most important human resource central to the development of any race, culture, nation or civilization. Presently, welfare and development of women is a matter of great concern. Many countries have failed to ensure the equality of human development vis-à-vis women and men.

The Constitution of India has made various provisions to protect the interest of the females. Series of legislations have been enacted from time to time to provide protection to girls and women against social discrimination, violence and so on. For centuries, females have remained backward, exploited and humiliated. Even after 60 years of Independence, the condition of women in India is depressing. Unfortunately, the women and girls of our society have not been able to take full advantage of the constitutional privileges and statutory rights so far. The reasons are to be found in the social structure, discrimination against women, lack of education, poverty and economic dependence etc. The single most important factor in improving the capabilities of girls and women is education. Education is a cornerstone of women's empowerment because it

enables them to respond to opportunities, to challenge their traditional roles and to change their lives. This is true not only because education is an entry point to other opportunities but also because it has ripple effects within the family and across generations. (Chandra Sinha, 2007).

An important component of social development is the access of the girl child to the world of knowledge and information. Despite the efforts of government, education appears to be a distant dream for many poor and rural girls. Two thirds of the world's total illiterates are women. Education is the basic instrument of social change. Parents have to change their attitude towards the educational development of their daughters and encourage them to go to the realms of higher learning. They should have access to the emerging fields of science and technology. Through education, they can be conscious of their rights and duties in the society.

There is a close connection between education and development. No society can prosper without making women educated and empowered. The relevance of women's education to social, economic, cultural and political development of the individual, family, community and nation is universally acknowledged (Dhandpani R. and Murugan K.R.2007).

Right to Education is one of the fundamental rights under the Constitution of India. Yet, there seem to be substantive educational disparities, primarily impacting girls and women. Far fewer girls than boys go to school. Even when girls are enrolled, many of them drop out of school (Menon, et. al., 2001). The girl child is considered to be a lesser child in our society. She continues to be neglected at all levels and discrimination against her is rampant in all strata of society, irrespective of class, caste and economic conditions. The existing profile of the girl child indicates declining female ratio, low nutritional status, high female mortality rate and school dropouts among girls (Tripathy S.N. & Debadutta Chaudhury, 2005).

Engendering the gender in society.

"Gender is the socio cultural definition given to girls and boys, men and women. While nature makes us biologically male or female, society makes us socially feminine and masculine. It is gender and society, which determine the appearance, attitudes, behaviour, roles, responsibilities, rights, access and control

over resources etc. of girls/women and boys/ men. Expressed in another way, gender is a social construct and refers to the norms, values, customs and practices by which biological differences are transformed and exaggerated into a much wider social system"(Meenu Anand 2007).

Gender is a dynamic concept. Gender roles for women and men vary greatly from one culture to another and from one social group to another within the same culture, race, class, economic circumstance and age. All these influence what is considered appropriate for women and men. Furthermore, as culture is dynamic and socio-economic conditions change over time, so also gender patterns change with them (Kamala Bhasin; 2000).

It is important to study the socialization of the girl child, as early socialization is the beginning of discrimination against her. The differences between males and females that appear early in life are reinforced and maintained through differential socialization of boys and girls. Socialization for the development of appropriate sex traits and roles starts from childhood. Different culturally determined sex-role standards and social expectations guide the gender socialization process and set the girls apart from the boys.

Boys are encouraged to develop masculine characteristics (aggression, dominance and independence), whereas girls are encouraged to acquire feminine characteristics (submission, nurturance and dependence). Indian society, like other societies of the world, also distinguishes between behaviours considered appropriate for males and females. In a traditional family, the values of patriarchy and male supremacy largely determine the differential socialization and reinforcement of a separate set of behaviours for boys and girls. The socialization of a girl is guided by traditional concepts of proper feminine behaviour and by the fact that her actions are inextricably linked to family's honour and prestige. Thus, modesty, submissiveness, domestic and family skills, nurturance, interpersonal relations, dependence and adaptation are encouraged in girls, while male children are taught to be aggressive, assertive, superior and independent.

The girl child is considered a lesser child in our society. She continues to be neglected at all levels and discrimination against her is rampant in all strata of society irrespective of class, caste and economic conditions. The existing profile of the girl child indicates declining female ratio, low nutritional status, high

female mortality rate and school dropouts among girls. In a study by (Dreze, et. al., 1995) this phenomenon of gender based inequality in India is reflected, "...not only in such matters as education and opportunity to develop talents, but also in the more elementary fields of nutrition, health and survival."

All children, both boys and girls, have a right to education till the age of 14. But studies on the girl child reveal that girl child is made to stay at home to help the mother in domestic work and thus denied the right to attend school. Thus, despite the fact that a basic quality of education is a human right, more than 130 million primary school age children in developing countries are out of schools. Nearly 60 per cent of them are girls, many saddled with domestic obligations and household chores, many others are engaged in the informal sector for contributing to parental income as parents consider school costs too high to pay (Tripathy et, al., 2005).

Discrimination on the basis of gender poses a threat to girl's education, nutrition, protection and survival. Its effects extend well beyond the childhood years and often persist through the lifecycle (Kohler and Keane, 2006).

Family and parental role

The institution of family, the basic unit of society, is probably the most patriarchal. A man is considered the head of the household, considered superior and dominant, while the girl is socialized to be dependent and discouraged to be a part of decision-making. The favouring of the boy child is inherent in our culture as the son is supposed to carry the family name forward, support the parents in their old age, while the daughter will go away to another house. The birth of a girl child puts immense pressure on the parents with regards to the dowry to be given at the time of her wedding and thus there is an unequal access provided to girls in terms of their physical care (food, clothing), education, recreation and overall personality development.

Due to the above factors, girl children are not encouraged to study and a girl's education is second in priority to that of the boys in the family. Also, the gender bias in the choice of schools is quite high. By and large, parents continue to be indifferent to education of the girl child. Apart from this, many girls are responsible for sibling care and carrying out household chores, which results in their non-enrolment or early dropouts. The differential motivation of parents

with respect to education of the girl child has an influence in the decisions related to admissions in schools. While parents may send their boys to private schools to ensure better education, girls are enrolled in government schools. This is evident from the fact that the proportion of girls is higher in government schools than in private schools. Once enrolled, a number of factors affect the successful completion of elementary schooling. Burden of household chores, responsibility of sibling care act as major impediments in the continuation of their schooling. Gender biases of parents combined with the hidden costs of schooling such as requirement of uniforms, private tuition also play a determining factor (Meenu Anand, 2007).

"Education is important for everyone, but it is especially significant for girls and women. Women's education leads directly to better reproductive health, improved family health, economic growth, for the family and for society, as well as lower rates of child mortality and malnutrition "(Rakesh Singh, 2014)

Methodology

The study tries to understand the child rearing practices in relation to the boy child and the girl child, and the variation between such practices inside D.K. District. The study covers a cross-section of the population in Dakshina Kannada District of the Karnataka State. The study is exploratory and descriptive in nature. It tries to explore the child rearing practices of parents and the variations if any in child rearing practices leading to differential socialization practices and its consequences upon the girls and boys aged between 0-18 years in Dakshina Kannada district. A sample of 314 units was (a parent from a family) selected for this study from the three geographical locations of rural, semi-urban and urban areas. A multi-stage and purposive sampling technique has been used by the Researcher. Accordingly, the data was collected from four gram panchayaths, one town panchayath, one town municipality and a city corporation area in the district. Interview method was used as the primary method of data collection. The interview schedule has been designed and tested through a pilot study. A statistical package SPSS version 17.0 has been used for the purpose of analysis. Bivariate tables have been used to describe and evaluate the correlations and association of the variables, Chi Square was used to find out the significance and extent of relationships between independent variable and the dependent variables.

Table 1 - Gender and Prioritized Life plans for the children by the parents

Table No.1 shows the gender based parental plans made for the children. The expectations of the parents in relation to this, mould the life plans for the children.

Life plans for the children	Gender		Total
	Girls	boys	
Get a good career	116 36.9%	120 38.2%	238 37.6%
Earn a lot of money	6 1.9%	44 14.0%	50 8.0%
Live luxurious life	18 5.7%	6 1.9%	24 3.8%
Get married	38 12.1%	0 .0%	38 6.1%
Have a family	1 .3%	0 .0%	1 .2%
Do University(higher) studies	8 2.5%	9 2.9%	17 2.7%
To the choice of the children	127 40.4%	135 43.0%	262 41.7%
Total	314 100.0%	314 100.0%	630 100.0%

$X^2=74.251$ $p<.001$ VHS

Among the respondents who plan the career of their children, a majority of 38.2 percent of the total, plan for their sons to get a good career. However, in the total, a majority of 12.1 per cent of the respondents would plan for their daughters to get married whereas none of the respondents held the same for their sons.

From Table 1, one can see that the Chi-Square value computed for this distribution. $X^2=74.251$ and the Probability value is .001; which is less than the level of significance ($p<0.05$). Hence there is a significant difference between

the variables gender of the children and life plans for the children by the parents. The relationship is statistically significant(p=0.001)

Table 2 - Gender and educational plans by the parents for the children

The data in Table No. 2 shows the importance given by the parents about the choice of education of their children. The extent of gender based educational plans for their children is a common practice among Indian families.

Plans	Gender		Total
	Girls	Boys	
Doctor, Engineer	104 33.1%	187 59.6%	291 46.3%
Primary, University teacher	159 50.6%	26 8.3%	185 29.5%
Pilot	4 1.3%	21 6.7%	25 4.0%
Mechanic, construction work	3 1.0%	27 8.6%	30 4.8%
Nurse	7 2.2%	1 .3%	8 1.3%
Clerk, secretary	7 2.2%	15 4.8%	22 3.5%
Child's choice	23 7.3%	28 8.9%	51 8.1%
No response	7 2.2%	9 2.9%	16 2.5%
Total	314 100.0%	314 100.0%	314 100.0%

$X^2=158.199$ $p<.001$ VHS

In Table No.2 we see that a majority of 59.6 percent families plan for their sons to become Doctor or Engineers. However a majority of 50.6 percent of the respondents plan that their daughters should become teachers.

Table No. 2 reveals that the Chi-Square value was computed for this distribution. $X^2= 158.199$ and the Probability value is .001; which is less than the level of significance ($p< 0.05$). Hence, there is a significant difference between the variables gender and educational plans by the parents for the children which is statistically very high($p=0.001$) significance.

Table 3 - Opinion of respondents about the objective of education of their children and gender of the children.

Table No. 3 reflects the perception of the parents about the objective to which they are educating the children.

Gender	Opinion of respondents		Total
	For home keeping affairs	To pursue career	
Girls (Daughters)	163 51.9%	39 12.4%	202 32.2%
Boys(Sons)	30 9.6%	143 45.5%	173 27.5%
Both	121 38.5%	132 42.0%	253 40.3%
Total	314 100.0%	314 100.0%	628 100.0%

$X^2=150.406$ $p<.001$ VHS

The data in Table No. 3 shows that a majority of 51.9 percentage of respondents opine that daughters are educated for home keeping affairs, whereas only 9.6 percent opine that boys need education for home keeping affairs. However, nearly half the respondents forming 45.5 percentage of the total opined that boys need education to pursue their careers. On the contrary, only 12.4 per cent of the respondents think that girls also need education to pursue a career. Nearly half of the total forming 42.0 percent opines that education is needed for both girls and boys in pursuit of a career. A significant portion forming 38.5 per cent of the total opine that education is needed for both girls and boys for home keeping affairs.

From the above table (3), the Chi-Square value was computed for this distribution. $X^2= 150.406$ and the Probability value is .001; which is less than the level of significance ($p<0.05$). Hence, there is a significant difference between the variables 'objectives of the education of the children and gender of the children'.

Table 4 - Parents rating of their relationship with their daughter and son

The scale ranges from:

- 1= not at all descriptive of me
- 2 = not descriptive of me
- 3= somewhat not descriptive of me
- 4 = somewhat descriptive of me
- 5 = descriptive of me and
- 6= highly descriptive of me.

The respondents had been asked to choose appropriate rating which they thought suitable from 1,2,3,4,5 and to 6, which were put in the appropriate column of daughter and son to show their relationship with their children.

Items:

	Relationship with their children	Daughter	Son	't ' value	P value
1.	I joke and play with my child.	N	N		
2.	I make sure my child knows that I appreciate what he/she tries to accomplish.	314 Mean 14.258	314 Mean 14.325	.229	0.819 NS
3.	I encourage my child to wonder and think about life.	Std. Deviation 3.691	Std. Deviation 3.643		
4.	I feel that a child should have time to daydream, think, and even loaf sometimes				

Comparing the relationship of the parents with the children, according to the table, the boys are having relatively more score(14.325) compare to the girls(14.258). The standard deviation for this distribution is, $\sigma = 3.643$ for Sons and $\sigma = 3.691$ for Daughters, the calculated 't' value is .229 and the probability value is .819 ;which is less than the level of significance ($p < 0.05$). Therefore, there is no significant ($p = 0.819$) difference found in the parent's relationship with their daughters and sons.

Table 5 - Gender and Motivation to go for extra/additional classes

The present day parents usually motivate their children to take up extra or additional classes to equip them with necessary skills to face the challenges of life as well as the demands of job markets. The following table reflects how gender based motivation is given to the children to take up extra /additional classes.

Extra/Additional classes	Gender		Total
	Daughter	Son	
Dance	169 53.8%	23 7.3%	192 30.6%
Music	13 4.1%	24 7.6%	37 5.9%
Martial arts	4 1.3%	99 31.5%	103 16.4%
Spoken English	14 4.5%	36 11.5%	50 8.0%
Subject tuition	6 1.9%	8 2.5%	14 2.2%
Any other	33 10.5%	40 12.7%	73 11.6%
Not applicable	75 23.9%	84 26.8%	159 25.3%
Total	314 100.0%	314 100.0%	628 100.0%

$X^2 = 213.059$ $p < .001$ VHS

The majority of the parents forming 53.8 percent of the total motivate the daughters to take up dance, whereas only 7.3 per cent motivate sons for dance. Similarly, a majority 31.5 percent of the parents motivate their sons to take up martial arts. A majority of 11.5 percent would motivate Spoken English to their sons; a majority of 2.5 per cent would motivate their sons to take up tuitions in the school subjects.

As seen from Table No. 5, the Chi-Square value was computed for this distribution. $X^2= 213.059$ and the Probability value is .001; which is less than the level of significance ($p < 0.05$). Hence, there is a significant difference between the variables 'gender and motivation to go to extra/additional classes'.

Table 6 - Gender and after school activities of the children

The after school activities of the children according to their gender have been presented in Table 6.

After school activities	Gender		Total
	Daughters	Sons	
Watch Television	153 48.7%	166 52.9%	319 50.8%
Do homework	131 41.7%	30 9.6%	161 25.6%
Play alone with friend	16 5.1%	96 30.6%	112 17.8%
Go to friend's house to play	0 .0%	9 2.9%	9 1.4%
Do household chores	6 1.9%	0 .0%	6 1.0%
Participate in sports	0 .0%	4 1.3%	4 .6%
Talk to friend on mobile	0 .0%	1 .3%	1 .2%
Not applicable	8 2.5%	8 2.5%	16 2.5%
Total	314 100.0%	314 100.0%	628 100.0%

$X^2=141.033$ $p=0.001$ VHS

Table No. 6 shows that about 52.9 percent of the sons, forming a majority, used to watch television after their school activities. A majority of daughters (41.7%) used to do homework after school activities. While girls (1.9%) help in household chores, none of the boys have the habit of doing so. Again participating in sports (1.3%), and talking to friends (.3) are done only by boys as part of their after school activities.

Table 6 presents, the Chi-Square value computed for this distribution, $X^2=141.033$ and the Probability value is .001; which is less than the level of significance ($p<0.05$). Hence, there is a significant difference between the variables gender and after school activities of the children.

Table 7 - Education related activities and involvement of parents

Parental involvement in the educational and related activities of the children shows the importance given to the child in its venture to acquire needed knowledge to lead a peaceful life.

The following summary table No. 7 shows the involvement of mother, father and both on various occasions.

	Activities	Mother	Father	Both	Total
1.	Help the child with home work	128 40.8%	16 5.1%	170 54.1%	314 100.0%
2.	Visit schools on open days	144 45.9%	51 16.2%	119 37.9%	314 100.0%
3.	Discuss the performance of child with teachers	138 43.9%	49 15.6%	127 40.4%	314 100.0%
4.	Talk with the child about sex education	207 65.9%	13 4.1%	94 29.9%	314 100.0%
5.	Talk about life issues	116 36.9%	24 7.6%	174 55.4%	314 100.0%
6.	Give permission for outings	74 23.6%	93* 29.6%	147 46.8%	314 100.0%
7.	Accompany the child to the doctor	98 31.2%	32 10.2%	184 58.6%	314 100.0%

8.	Comfort the child	133 42.4%	11 3.5%	170 54.1%	314 100.0%
9.	Advice the child on his or her future	92 29.3%	26 8.3%	196 62.4%	314 100.0%
10.	Talk to the child about school performance	94 29.9%	29 9.2%	191 60.8%	314 100.0%
11.	Go on an outing with the child	85 27.1%	39 12.4%	190 60.5%	314 100.0%
12.	Play with the child	110 35.0%	53 16.9%	151 48.1%	314 100.0%
13.	Do household chores with the child	201 64.0%	12 3.8%	101 32.2%	314 100.0%
14.	Help the child with his or her personal hygiene	191 60.8%	3 1.0%	120 38.2%	314 100.0%

Table No. 7 shows that majority agree on involvement. Mothers are more involved in activities like, visit school on open days (45.9%), discussion with teachers (43.9%), talk with the child about sex education (65.9%), do household chores (64.0%) and help the child with personal hygiene (60.8%). In contrast, the involvement of fathers is seen only in giving permission to go out (29.6%), opinion on which is relatively higher than mothers. However, in activities like help child with homework (54.1), talk about life issues (55.4%), Give permission to outings (46.8%), accompany child to the doctor (58.6%), comfort the child (54.1%), advice the child on the future (62.4%), talk to the child about school performance (60.8%), go on outings with the child (60.5%) and play with the child (48.1%) the involvement of both the parents is higher. Mothers' role and involvement is undoubtedly high in the education of the children.

Table 8 - Gender and performance levels of children

Table No. 8 shows the educational performance of children on the basis of percentage of marks.

Performance level on the basis of Percentage of marks	Gender		Total
	Daughters	Sons	
>80%	141 44.9%	125 39.8%	266 42.4%
60-80%	130 41.4%	127 40.4%	257 40.9%
40-60%	19 6.1%	30 9.6%	49 7.8%
<40%	1 .3%	4 1.3%	5 .8%
Not Applicable	23 7.3%	28 8.9%	51 8.1%
Total	314 100.0%	314 100.0%	628 100.0%

$X^2=5.757$ $p=0.218$ NS

About 44.9 percent of the children getting more than 80 per cent marks are girls. However, among those who get <40 percent a majority are boys (1.3%). It is very clear that always the daughters are outperforming the sons in the educational scores.

In Table 8, the Chi-Square value was computed for this distribution. $X^2=5.757$ and the Probability value is .218; which is more than the level of significance ($p<0.05$). Therefore, there is no significant difference in variables gender and performance levels of children.

Table 9 - Gender and children dropped out of school

The details of school drop outs on the basis of their gender.

Children dropped out of school	Gender		Total
	Daughters	Sons	
Yes	18 5.7%	23 7.3%	41 6.5%
No	296 94.3%	291 92.7%	587 93.5%
Total	314 100.0%	314 100.0%	628 100.0%

$X^2=0.652$ $p=0.419$ NS

Among the total number of children who are drop outs, a majority forming 7.3 per cent of the total are sons. Among those who did not drop out, a majority forming 94.3 per cent are daughters.

The table (9) reveals that, the Chi-Square value was computed for this distribution. $X^2=0.652$ and the Probability value is 0.419; which is more than the level of significance ($p<0.05$). Therefore, there is no significant difference between the variables, 'gender and children dropped out of school'.

Discussion

Among the respondents who plan the career of their children, majority plan for their sons to get a good career. However, as regards planning for the marriage of the children, a majority of the respondents make plans for their daughters' to get married. In contrast, none of the respondents opined the same for their sons. In Table 2, a majority of 59.6 percent plan that their sons to become doctor or engineers. However a majority of 50.6 percent of the respondents plan that their daughter should become teachers. The gender stereotyped role expectations of the parents are visible here. They expect the sons to acquire socially respectable professions which are associated with recognition, money and fame. However, they would prefer their daughters to be in a less risky and comfortable jobs to suit their domestic responsibilities.

Majority of the respondents motivate the daughters to take up dance, whereas only 7.3 per cent motivate the sons for dance. Similarly, a majority 31.5 percent of the parents motivate martial arts to their sons. The comparison of these

variables i.e., motivation for the child to go for extra/additional classes and between the gender is found to be statistically very highly significant ($p < .001$). The boys are groomed mostly in the aggressive kind of activities which strengthen their physical abilities to venture in to risky activities, whereas girls are groomed in activities which are known as aesthetic, elegant and feminine.

A majority opined that sons used to watch television after the school activities. A majority of daughters (41.7%) used to do homework after their school activities. While girls (1.9%) help in household chores, none of the boys have the habit of doing it. Again participating in sports (1.3%) and talking to friends (.3%) are done only by boys after their school activities. Girls usually are not allowed excess freedom of physical, social mobility and leisure activities. They are expected to shoulder the household responsibilities after their school hours and school activities. The boys are not restrained from all this freedom.

Majority opinion on involvement of mothers is seen more in activities like, visiting school on open days (45.9%), discussion with teachers (43.9%), talk with the child about sex education (65.9%), do household chores (64.0%) and help the child with personal hygiene (60.8%). On the contrary, fathers' involvement is seen only in giving permission to go out (29.6%) opinion on which is relatively higher than mothers. The mothers' role is seen very prominently in most of the crucial areas of children's education. However the father's involvement is limited mostly in the decision taking areas only.

About 44.9 percent forming the majority of children getting marks more than 80 per cent are girls, however, those who get <40 per cent, a majority are sons (1.3%). Among the total number of children who have dropped out from their studies a majority forming 7.3 per cent of the total are sons. Among those who did not drop out, a majority forming 94.3 per cent are daughters. This shows, with the limited freedom, opportunities and motivation, girls are proving more than the boys in the studies, whereas, with additional freedom and leisure boys are under performing girls as seen in this study.

Conclusion

"The economic and social returns to education for women are substantial; the latter are on the whole probably greater than those for men. Thus by educating its women, a country can reduce its poverty, improve productivity, ease population pressure, and offer its children a better future." - World Bank

As children are the future of our nation, if we want to have our next generation comprising of individuals who are non sexist in their approach, free from biases and prejudices; we need to create facilities and opportunities within our family and educational system that are democratic and focus on nurturing human qualities rather than developing traits that are masculine or feminine. Gender roles are a learned behaviour and hard to change but can be changed as they are not immutable. What is needed is a human approach towards gender equality and deconstruction and reconstruction of gender roles.

Education is important in the process of national development; it improves the quality of life, it leads to formation of human capital and is an important asset for the development process. Education acts as a catalyst that makes individuals and communities move out of poverty and ignorance into a life of prosperity and wisdom. Educated masses are more productive and likely to contribute more to a country's economic advancement. Education reinforces the socio-economic dynamics of a society towards equality in attainments and of opportunities for its people.

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A Case Study on the Impact of Consistent Learning Pedagogy in Social Work Education

* Pradeep M.D.

Abstract

Human mind is interested to collect information's which intern, is converted to knowledge by interconnecting it with known concepts and skills to achieve a goal. Knowledge facilitates predicting, adapting and controlling both physical, social and change phenomena. Application of knowledge yields expertise, analytical or experiential insights to constitute instances of wisdom. Knowledge is a societal resource in the present days. However, knowledge does not exist objectively. The validity and use of knowledge depends upon the ideological perspective for development of information. Knowledge reflects the dominant ideology in the society and has the power to contribute to social transformation. It is therefore, a major social responsibility to ensure socially transformative knowledge development and dissemination. Such development is important for a profession with social responsibility at its core, such as Social work. Higher education institutions have a major role to play in the development of Social work students' knowledge. Labour legislation subject is pertaining to the legal implications about labour welfare and industrial relations. It is presumed to be a difficult subject for students who pursued their under graduation in other than English medium. It is needed for teachers to adopt innovative pedagogy while teaching mathematics, asthmatics, physics, law or any other disciplines which include abbreviations, calculations, reasoning, analogy etc. an innovative pedagogy will give a permanent solution to the students learning problems. This paper aims to study the impact of consistent learning pedagogy in social work education by correlating the concept with factors affecting learning.

Keywords: *Information, knowldege, Educational Institute, Labour Legislation, consistent learning Pedagogy.*

* Pradeep M.D., Senior Lecturer: Social Work Department, Srinivas Institute of Management Studies Mangalore, Karnataka, India Email:mdpradeepnair767@gmail.com

Introduction

A curriculum is defined by (Ornstein and Hunkins 1998) as a plan for action, a written document, which includes strategies for achieving desired goals or ends. Curriculum development is the process, the synthetic structure and the interpersonal dynamics of decision-making about curriculum planning. In social work education Labour legislation is the only legal paper which will be studied by human resource and industrial relations specialization students aiming to study labour welfare administration. The subject focuses more on the major issues like welfare, wage, industrial relation, social security and environmental speculations. When students are exposed to labour laws those students who lack communication skills will feel it difficult to understand the subject. The consistent learning pedagogy aims to educate the slow learners who cannot remember concepts. A paradigm is a system of beliefs about reality. It substantially defines appropriate areas to seek answers about reality. Paradigm shift is the transition from one system of beliefs to another (Courneyer and Klein, 2000). Social work education needs to draw from the curriculum ideologies relevant to the social work. Curriculum ideologies are value premises of decisions about practical educational matters (Toohey, 1999). Any concept taught in the class is converted into simplified charts or figures without changing the core meaning through group work and common understanding of the learners. Each student is guided to paste one chart sheet near his bed and every day the student should write the taught concept in short form by using words, pictures, flowcharts, graphs, numbers, picture or any other convenient method. The student is advised to glance and memorise the whole written concept each day before sleeping.

The consistent learning method

Paulo Freire (1972) criticized the traditional approach as the 'banking' approach, where the teacher knows everything and the student knows nothing, so the teacher teaches and the students are taught, as though the teacher is the depositor and the students the depositories. According to him, knowledge emerges only through invention and reinvention, through the restless, impatient continuing hopeful inquiry human beings pursue in the world, with the world and with each other. One of the most influential proponents of the experiential or personal relevance approach has been Malcolm Knowles, who put forward the

idea that adult learners need a different kind of educational approach from children. Adults do not learn for the sake of learning; they learn in order to be able to perform a task, solve a problem, or live in a more satisfying way. The chief implication of this assumption is the importance of organizing learning experiences around life situations rather than according to subject matter units. A climate conducive to learning is important in this approach, which would be characterized by mutual respect between teacher and students, encouragement of collaboration and support among students, and openness and authenticity on the part of the teacher. The role of the teacher in this process is to assist students to design and carry out their learning plans. The teacher may provide some information sessions (lectures), facilitate group work and offer individual consultation for support and guidance (Toohey, 1999).

This is a self motivated and self learning method. Each student should buy two chart sheet papers and advised to paste on the wall near his bed 87.1 per cent respondents complied with this. Each day the concepts taught by the teacher should be summarized and converted into graphs, picturs, charts, diagrams etc in very simplified forms through student group interactions. It simplifies the broader concept through pictorial representation and the diagrams should be checked by the teacher and then advise the students to draw the same picture on their chart sheet and every day they need to read and memorize the concept once before they go to bed. Constant efforts to memorize will imprint the concept in the mind (Eraut, 1989). Objectives normally refer to an intended and pre-specified outcome of a planned programme of teaching and it is expressed in terms of what it is hoped the students will have learned. These should include a description of the kind of performances by which achievement will be judged. It is consistent with the personal interest to carry with the practice. This is a unique method in the education system because it is self learning rather than compulsive learning to the students. This method is student centric in its scope. Heany (1995) states that liberatory education is mutually supported learning for empowerment. It encourages learners to challenge and change the world, not merely uncritically adapt to it. the content and purpose of liberatory education is the collective responsibility of learners, teachers and the community alike who, through dialogue, seek political as well as economic empowerment. In order for the teacher-learner transition to give the same dynamics to training as the

worker-client transaction gives to practice, the educator should be a facilitator of learning rather merely a transmitter of knowledge (Hokenstad and Rigby, 1977)

Methodology

The research methodology adopted to carry out the study is both exploratory and purposive in nature. The descriptive design was applied in this study to explain the concept of consistent learning method and to find out the relationship among different variables. This implies that the study attempted to identify the factors which affect the effectiveness of the method. The case study is done in one of the social work colleges in Mangalore. The population for the study consisted of 60 students of second year M.S.W. The present study adopted purposive sampling of 31 students who adopted consistent learning method for the Labour Legislation subject in the Master of Social Work. The data was collected by administering a questionnaire to the respondents.

Scope of the Study

The paper attempts to analyse the impact of different factors like Medium of education, Average hours of study, Gender and learning capacity on the effectiveness of consistent learning method for labour legislation subject in social work education. The study focused on knowledge, attitude and skills of the respondents. The practice aims to educate the slow learners who cannot remember concepts. This consistent learning method works as a progressive educational tool for the slow learners.

Objectives of the study

- To study the conceptual framework on consistent learning
- To analyze the significance of Gender, Medium of Education, Average hours and Learning capacity over learning attitude, abilities and skills.

Hypothesis

Based on above objectives, following hypotheses have been formed:

H1: Gender of the respondents is a significant factor influencing Methods used in consistent learning method.

H2: Learning capacity is a significant factor in understanding of the concepts clearly.

H3: Learning capacity is a significant factor in discussion before adoption of the method.

H4: Medium of education is a significant factor in motivation to study.

H5: Average hours of study is a significant factor in cost worthiness

Data collection

The study was done by using primary data and secondary data respectively. Primary data was collected by using a structured questionnaire and secondary data by referring to books, journals, bulletins and internet sources. The study sample consists of 31 students who adopted consistent learning method for studying "Labour Legislation" Subject. Among them 83.9 per cent respondents are Male and 16.1 per cent are female. As 64.5 per cent respondents studied in Kannada medium and rest 35.5 per cent in English medium in their undergraduation we can know that there is communication problem for the respondents during the study of labour legislation subject. The hours of study was considered to be the independent variable as on this factor the whole study depends. Majority 45.2 per cent respondents study 05 to 07 hours per week. Learning capacity also considered to be very important to adopt a learning pedagogy as the pedagogy varies with different capacity levels. The study comprised with (71 per cent) with average, (22.6 per cent) fast learners and (6.5 per cent) slow learners hence this study proves that this pedagogy is efficient for the average students and slow learners can improve following this method.

Conceptual Framework

The methodology of teaching needs to be viewed as a teaching-learning process, which is based on the ideologies, ethics and mission, the objectives and the curriculum design of the discipline. Progressive learning requires knowledge as action-knowledge that is contextualized culturally and historically, and is shaped by the interaction between students, teachers and the field exposure. The goal of teacher-student interaction should be same as that of the worker-client interaction that is resource building for independent decision making. Methods in social work education and training are, therefore, as important to the learning

process as methods in social work practice are to the problem-solving process. In order for the teacher-learner transaction to give the same dynamics to training as the worker-client transaction gives to practice, the educator should be a facilitator of learning, rather than a transmitter of knowledge (Hokenstand and Rigby, 1977)

According to the critical pedagogical ideology, the educator is not the pre-eminent possessor of knowledge. Learners also bring their own interpretative powers to life experiences. Both are co-sharers in the creation of what is known. When no particular interpretation deserves to have a privileged status, then the intellectual skill of critique is essential. Students must learn how to approach whatever content is presented with means for critically assessing its virtues and shortcomings. To prepare students as reflective practitioners, there is a need for expanded ways for them to appreciate their own wisdom and creativity (Weick, 1994)

The process of liberatory education, which is dialogical, affirms the mutual and co-equal roles of teachers and learners and, therefore, appropriate for social work education and training. The dialogical approach to learning is characterized by cooperation and acceptance of inter-changeability and mutuality in the roles of teacher and learner, demanding an atmosphere of mutual acceptance and trust. In this method, all teach and all learn. Without dialogue, there is no communication, and without communication there can be no liberatory education. (Heany, 1995)

a) Principles of Learning

Principles of Learning according to Lowman (1984)

- It is better for college students to be active seekers than passive recipients of learning.
- For students to be fully engaged in learning, their attention must be focused on the material.
- Differences in intellectual ability among college students will influence their speed of learning; these differences will be more noticeable when the information to be learned is abstract and complex than when it is simple and concrete.

- Students increase their effort if rewarded rather than punished; however, students differ in the teacher behaviours that they find rewarding.
- Students learn and remember information better if they have many cognitive associations to it; learning of isolated information is more difficult and less permanent than learning of information that is connected to a network of other material.
- It is difficult to learn ideas that are very similar unless the differences between them are emphasized. Conversely, it is easier to learn disparate ideas if their similarities are emphasized.
- Students learn images as well as words, and images are more easily remembered, especially if they are vivid and emotionally tinged.
- Students enter every class with positive and negative emotional attitudes that can interfere with learning or can increase motivation and provide an associational network for new learning.
- A moderate amount of anxiety or challenge activates most students and increases learning; however, excessive anxiety interferes with learning.

b) Conditions of Learning Pedagogy

According to a Manual for Participatory Training Methods in Development (1998), the following are necessary conditions for learning:

- Learners learn when they feel they are personally involved with others in a learning process.
- A climate of respect is developed when a high value is placed on individuals and a sense of caring prevails.
- A climate of acceptance is necessary where learners can be themselves and express their beliefs without fear.
- A climate of openness is necessary when personal concerns, feelings, ideas and beliefs can be expressed and examined openly.
- It is necessary that each individual knows that his/her values, beliefs, feelings and views are important and significant.

- An atmosphere of trust, when people have a feeling of trust in them and in others, helps learning.
- A climate is necessary where differences in people are as acceptable as differences in ideas.
- Learning is facilitated when error is accepted as a natural part of the learning process.
- It helps when alternative solutions can be explored without the pressures of having to find an immediate single answer.

c) Stages of Teaching-Learning Process

The following are stages of Teaching-learning according to Percival and Ellington (1984)

1. Recognition of student's current knowledge level as valuable and bringing it to the fore through their participation.
2. Provide knowledge, its analysis, and self learning experiences to facilitate comprehension.
3. Encourage participation for relating new knowledge to current knowledge through evaluation.
4. Synthesis will lead to application.

d) Skills of Teaching-Learning

i) Teaching Skills

Intellectual Excitement

According to Lowman (1984), an intellectually excited teacher is expected to do the following:

- All content is extremely well organized and presented in clear language.
- Relationships among specific concepts and applications to new situations are stressed.
- Content is presented in an engaging way, with high energy and strong sense of dramatic tension.
- Teacher appears to love presenting the material.

ii) Interpersonal Rapport

Lowman (1984) stated that teacher judged high on interpersonal rapport are extremely warm and open, highly student-centered and predictable as follows:

- Teacher appears to have strong interest in the students as individuals and high sensitivity to subtle messages from them about the way they feel about the material or its presentation.
- Teacher acknowledges students feelings about matters of class assignments or policy and encourages them to express such feelings.
- Teacher encourages students to ask questions and seems eager for them to express personal viewpoints.
- Teacher communicates both openly and subtly that each students understanding of the material is important to him or her.
- Teacher encourages students to be creative and independent in dealing with the material, to formulate their own views.
- Teacher obtains regular feedback from students.
- Teacher gives students choices about a few decisions of much smaller consequences-choices between options that are consistent with the objectives and availability of time.

iii) Teaching of Critical Thinking Skills

According to Gibbs and Gambrill (1999), critical thinking involves the careful examination of beliefs and actions. It requires paying attention to the process of reasoning, not just the product. According to them, the following teaching practices promote critical thinking skills in students.

- Present arguments for and against controversial issues presented in class.
- Show students the specific steps that were followed to draw important conclusions in the course.
- Identify underlying assumptions related to conclusions.
- Regularly refer to documentation to support conclusions.
- Teach students how to pose clear questions for them.

- Emphasise the value of finding out what is true rather than how to win an argument.
- Reward students for coming to their own well reasoned conclusions, rather than simply rewarding them for agreeing.
- Give assignments that emphasise how to think through things for oneself rather than memorization.

e) Participatory Methodology

It is assumed that knowledge and education are never neutral and trainers' role is to help the participants understand where their own views have come from, to challenge pre-conceptions and to encourage them to consider other possibilities. It assumes that society can be transformed by the encouragement of critically conscious persons, through a process of deconstruction, reconstruction and transformation. Participant's life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change.

Results And Discussion

Problem Encountered

The students need to understand the concepts very clearly in the class itself (93.5 per cent) reported that misunderstanding of the topic leads to wrong representation in the chart thereby, leads to learning errs. Hence, the method demands good lectures on the subject with efficiency and information input. Teacher should be competent to teach and guide the students in converting the concept into charts, figures or diagrams. As this pedagogy is more an homework and self learning, the teacher should boost the students and motivate each day to be consistent with the method. Teacher cannot compel the students to produce the chart every time in the class or it is highly difficult to supervise the pedagogy only need to make the students to understand that each student should work with the pedagogy as, copying from other students charts will not yield any outcome. The study depicts that (35.5 per cent) respondents feel shy to stick the picture learning chart near to bed at post graduation education. This problem can be overcome through proper motivation technique. Only students who inculcate self motivation and every day make time to practice the method will

get the benefit. Consistent follow-up and motivation should be given by the teacher or else students may fool the teacher without enjoying the fruit of the method. This method may not be useful for the too descriptive subjects rather, suitable to subjects having equations, formulas, sections etc. There is a chance of skipping the concepts. The major demerits like (16.1 per cent) feel lazy to prepare the chart, (9.7 per cent) don't have place to stick the chart, (29 per cent) says they feel difficult to convert concepts to figures, (19.4 per cent) report that they cannot read every day, (19.4 per cent) report that other students may take the advantage of this pasted chart and 58.1 per cent respondents forget to update the chart which is a major drawback of this method.

Evidence of Success

Consistent learning method has several advantages and the present study identified the success factors. Majority 83.9 per cent reported that consistent learning method has become their routine to read and memorise everyday. There will be a great differences in the quality of learning as this method helps in memorizing the concepts, for 90.3 per cent the method helped to face field work viva-voce examination, 93.5 per cent memorise the chart while writing the examinations, after adopting the method 58.1 per cent remember to read and memorise the contents in chart every day which improve the knowledge thereby foundation on the subject gets stronger, all the respondents realized that this is an innovative pedagogy for learning the labour legislation subject. 58.1 per cent says it is cost worthy, 87.1 per cent)easy to adopt, 90.3 per cent method is consistent, 96.8 per cent there is way for taking suggestions, 90.3 per cent it is attractive by nature, 83.9 per cent flexible to add information, 58.1 per cent says that filled chart will give confidence in learning thereby enrich the morale towards the subject, 93.5 per cent says the method will help to imprint the labour legislation concepts in the mind, 64.5 per cent respondents rated the significance of consistent picture learning technique method as very useful, The result of this method can be analysed each day in the class through the 'entry test' or 'self test' by requesting anybody to ask questions on the subject, 96.8 per cent are curious to look at other students chart, 54.8 per cent are using Graphs, Flowcharts, words, Figures and Number in the chart, It can be concluded that consistent learning method is a easy and interesting method as all the respondents recommend this method for others to study labour legislation.

Hypothesis Testing

The hypotheses have been statistically tested and proved by using the chi-square results.

Table 1

H1: Gender of the respondents is a significant factor influencing Methods used in consistent learning method.

Gender of Respondents	Method used					Total
	Graphs	Flow chart	Words	Figures and numbers	Mixture of above	
Male	0	1	11	1	13	26
Female	1	0	0	0	4	5
Total	1	1	11	1	17	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.388 ^a	4	.078
Likelihood Ratio	8.842	4	.065
N of Valid Cases	31		

***Table Value at 0.05 Significant Level is 9.488**

The chi square value is ($\chi^2=8.388$) and the table value is significant at 0.05 level is (9.488). As the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Gender and Method used is found to be statistically significant indicating that Method used in consistent learning method is dependent on the gender. Majority Male respondents used word method and female respondents used flowchart and word method. Hence it is concluded that Method used is dependent on Gender.

Table 2

H2: Learning capacity is a significant factor on understanding of the concepts clearly

Learning Capacity	Understand the concepts clearly		Total
	Yes	No	
Fast Learner	7	0	7
Average	20	2	22
Slow learner	2	0	2
Total	29	2	31

***Table Value at 0.05 Significant Level is 5.991**

The chi square value is ($\chi^2=0.875$) and the table value significant at 0.05 level is (5.991) as the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Learning Capacity and Understanding the concepts clearly is found to be statistically significant, indicating that the majority respondents who understood the concepts clearly are Fast learners. Average and Slow learners had difficulty to understanding the concepts clearly in the class. Hence, it can be concluded that Understanding the concepts clearly is dependent on the Learning Capacity of the respondents

Table 3

H3: Learning capacity is a significant factor on discussion before adoption of the method.

Learning Capacity	Before adoption discussed with					Total
	Classmate	Close Friend	Roommate	Faculty	none	
Fast Learner	1	1	3	2	0	7
Average	9	3	7	2	1	22
Slow learner	0	0	2	0	0	2
Total	10	4	12	4	1	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.623 ^a	8	.578
Likelihood Ratio	7.310	8	.504
N of Valid Cases	31		

***Table Value at 0.05 Significant Level is 15.507**

The chi square value is ($\chi^2=6.623$) and the table value significant at 0.05 level is (15.507). As the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Learning Capacity and Discussion before adopting the method is found to be statistically significant indicating that the majority respondents who are average learners has discussed with roommates before adopting the consistent learning method. Hence, it can be concluded that the ability to discuss before adopting the method is dependent on the Learning Capacity of the respondents

Table 4

H4: Learning capacity is a significant factor on Motivation to update and study every day.

Learning Capacity	Normally update chart and study everyday			Total
	Every day	Once in 2 days	Once in 3 days	
Fast Learner	3	4	0	7
Average	7	8	7	22
Slow learner	0	0	2	2
Total	10	12	9	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.871a	4	.096
Likelihood Ratio	9.858	4	.043
N of Valid Cases	31		

***Table Value at 0.05 Significant Level is 9.488**

The chi square value is ($\chi^2=7.871$) and the table value significant at 0.05 level is (9.488). As the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Learning Capacity and Motivation to update the chart and study everyday is found to be statistically significant indicating that the majority respondents who are average learners are motivated to update the chart and study every day. Hence, it can be concluded that the motivation to update the chart and study each day is dependent on the Learning Capacity of the respondents (Table No-04)

Table 5

H5: Medium of Education is a significant factor on motivation to update and study every day

Medium of Education	Motivation to update and study everyday		Total
	Yes	Sometimes	
Kannada	15	5	20
English	10	1	11
Total	25	6	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.151 ^a	1	.283		
Continuity Correction ^b	.357	1	.550		
Likelihood Ratio	1.267	1	.260		
Fisher’s Exact Test				.383	.284
N of Valid Cases ^b	31				

***Table Value at 0.05 Significant Level is 3.841**

The chi square value is ($\chi^2=1.151$) and the table value significant at 0.05 level is (3.841). As the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Medium of Education and Motivation to update the chart and study everyday is found to be statistically significant indicating that the majority respondents who studied in Kannada Medium are motivated to update the chart and study every day. Hence, the respondents who face English communication problem are interested to study labour legislation subject by ‘Consistent learning Model’ hence, it can be concluded that the motivation to study every day is dependent on the Medium of Education of the respondents

Table 6

H6: Average Hours of Study is significantly related with the persons with whom discussion was done before adopting the method.

Average Hours of Study	Before adoption discussed with					Total
	Classmate	Close Friend	Roommate	Faculty	none	
05 to 07 hours	4	0	8	2	0	14
08 to 10 hours	5	2	2	0	1	10
11 to 15 hours	1	2	2	2	0	7
Total	10	4	12	4	1	31

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.326a	8	.137
Likelihood Ratio	14.940	8	.060
N of Valid Cases	31		

***Table Value at 0.05 Significant Level is 15.507**

The chi square value is ($x^2=12.326$) and the table value significant at 0.05 level is (15.507). As the calculated value is less than the table value the hypothesis is accepted. The Chi-square value between Average hours of study and discussion before adopting the method is found to be statistically significant indicating that the majority respondents who study between 05 to 07 hours per week discussed with their roommates before adopting the method. Hence, it can be concluded that average hours of study is dependent on the discussion before adopting the method.

Conclusion

In a participatory method of teaching, it is assumed that knowledge and education are never neutral and the trainer’s role is to help the participants understand where their own views have come from, to challenge pre-conceptions and to encourage them to consider other possibilities. It assumes that society can be transformed by the engagement of critically conscious persons, through a process of deconstruction, reconstruction and transformation. Participant’s life experiences are the major source of knowledge in this method. The trainers are not teachers, but facilitators, and partners with the participants in this process of social change. This Best Practice is a self learning method but which can be made interesting through the group work of students. Motivation plays a vital role in this method and regular follow-up

of the learning should be checked by the teacher. The teacher should guide the students for converting of any concept to any diagram, graphs, symbols and formulas etc. every night it is the self responsibility of the student to update the chart and read and recall all the points which are written on the chart. Full liberty should be provided to the student to clarify any confusion. It is a mutual learning method which not only improves the analytical and memorizing capacity of the students but also improves the supervision and follow up skills of a teacher. This method can be adopted in any institution because it is very cheap in terms of cost and compact which definitely improves the skills of the students. Hence this can be considered to be a best practice in Teaching.

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Parents Attitude towards Girls Education among Kandha Tribes in Odisha, India

* Bimal Kanta Nayak

Abstract

Tribes are a part of our earthly cultures and are living with the science of nature. All their socio-economic and traditional life-styles bear the print of the natural environment. Education is a continuous process which starts soon after the birth of a child and ends with death. A child starts learning as soon as he/she is born from his mother's womb and gradually learns from his parents and the society around, as he/she gets older. Tribal women have a peculiar position and status in tribal society in general and in the Kandha tribe in particular. Most tribal organizations have clearly defined areas of work for males and females. Although the work domain assigned to women is important in terms of sustenance of the family, yet viewed from the value rating of work, they are relatively low in the hierarchy of work domains(superior-inferior domain) (Ambasht 2001). Nowadays, Kandha boys and girls go to schools and some of the educated individuals have been employed in good jobs as well. However, they hesitate to associate themselves to their tribal origins at their work place, as they feel ashamed of it. The status of the girl Childs education among the Kandha tribe in Odisha has been subject to many changes over the past few millennia. In modern Odisha and India, Kandha tribal women have held high offices in government jobs, politics etc. The aim of the study is to assess the attitude of parents towards the girl childs education and gender discrimination in the field of education among Kandha tribes, in Odisha, India. The results indicate that 86percent of respondents have girl children in their families and 50 percent of the respondents send their girl children to school, regularly. As tribal people are aware of the education facilities and other government programs, most of the parents give priority to education these days, and visit the schools where their girl children study.

* Dr Bimal Kanta Nayak, Associate professor in Social Work, Vivekananda Institutes of Social work and Social Science, Bhubaneswar, India

Introduction

Education is a modern word, which is derived from the Latin word 'educase', meaning to nourish, to cause to grow (Patel: 1991: viii). Education prevails even in illiterate societies, where it is imparted orally and by mass behaviour. Members of primitive societies learn to earn their livelihood; do good work; and obey spiritual beings and superstitions from the elders of their society and are bound by its laws and regulations. This is education for them. For modern people however, education refers to reading and writing, which is also the true meaning of education. With modern education, a person is able to increase his knowledge and expand his vision and avail the fruits of development. Hence, modern education can play the role of a "catalyst" in bringing sea changes in the social, political and economic spheres. One of the important reasons for failure of the various developmental agendas in society is the prevalence of acute illiteracy and ignorance, combined with superstitions among the rural masses. Hence, to ward off economic backwardness and social deprivation, spreading of education is regarded as one of the most effective and forward-looking instruments (Patel: 1991:26).

In our country, women are subject to exploitation. Due to lack of awareness regarding their rights, they face a lot of problems in their day to day life. Education is one of the most powerful tools for change and can place girls on the path of economic and social empowerment. It is a fundamental right of every child, including girl children. In many areas of their lives', opportunities for education are diminished because of gender discrimination. In the context of tribal girls, education is still only a dream for them. In India the tribal communities occupy a major place. They have their own cultures and traditions, which is very distinct in nature. Due to certain factors like poverty, unemployment, social backwardness, they are unaware of education and its importance. The girls are neglected when it comes to giving them education. This is a problem for the tribal girls as well as for the nation.

While discussing girls' education among Kandha tribal in Kandhamal district and the declining trend in education, we have to make a careful study from the grass root level. The district of Kandhamal, formally known as Phulbani is a centrally located district of Orissa, which is at a higher altitude of 1100 Mtrs. The district

is mainly dominated by the scheduled tribe and scheduled caste population. The scheduled tribe population includes the Kandha, Kutia Kandha, Kandh Gouda, Kol, Soura and a few other tribal communities. Since the majority of the population consists of the Kandha tribe, the district has renamed as Kandhamal instead of Phulbani in 1994.

Meaning of tribe

The term tribe has been derived from a Middle English literature term 'Tribuz' which has a Latin root. The term means three divisions into which the early Romans were grouped. Thus, the meaning of the term varies from nation to nation. For example, the Romans conceived the term as a political division, while the Greeks seemed to have created the term with fraternities and in Irish history the term means families or communities having the same surname (Bagchi : 1992)

There are a number of definitions for the term 'tribe'. The Oxford Encyclopaedic Dictionary Vol.3 (1983) gives the meaning of a tribe as - a group of primitive or barbarous clans under a recognized chief. According to the dictionary of Anthropology (1948), "tribe is a social group usually with a definite area, dialect, cultural homogeneity and unifying social organization. It may include several sub-groups, such as sibs or villages."

Dr. DN Majumdar referred to schedule tribes as "a collection of families or a group of families bearing a common name, member which occupy the same territory, speak same language and observe certain taboos regarding marriage, profession or occupation and have developed as well as assumed system of reciprocity and mutuality of obligation."

According to the imperial Gazetteers of India, "a tribe is a collection of families bearing a common name, speaking a common language or dialect occupying or professing to occupy a common territory is not usually endogamous though originally it might have been so".

As per the Census figures of 2001, the total population of Kandhamal district is 6,48,201, out of which the scheduled tribe population is 3,36,809 (51.98%) and the scheduled caste population is 1,09,506 (18.89%) of the total population. Almost all the people of the district reside in hilly, forest areas frequently cut

by streams and nalas without any proper communication facilities. So it can be easily ascertained that most of the people maintain a very simple and miserable life style amid poverty and illiteracy. The rural population of the district comes to 93.19% of the total population. The total geographical area of the district is 7650 sq kms, of which, 5709.83 sq kms (78.18%) is covered by forests. So, the people depend on forests to maintain their livelihood. Most of them are landless or marginal farmers who fall below the poverty line.

There are certain major reasons for the school drop out problem in the district. The first and foremost reason is the prevailing economic backwardness. Majority of the people in the district are poor and spend most of their time doing small jobs and marginal farming, where children also participate. These financial difficulties create major hindrances in sending their children to schools. Secondly, ignorance and superstitions is a major setback in spreading education in the district. People of the remote areas are superstitious and addicted to blind beliefs and do not understand the value of education. Thirdly, a vital reason for the drop out problem of tribal students is their prevailing cultural process and life style, which hardly creates a conducive environment for spreading of education. Some festivals like Kedu-Laka or Buffalo Sacrifice of the Kandhas lasts for seven days and Anaka Puja of Kutia Kandhas continues for about a month in different villages of the area. The parents of the tribal students do not allow them to attend the school during that period. There are no specific Government sanctioned holidays for tribals of the state to be observed by the educational institution unlike how the other communities enjoy. Hence, tribal students remain absent from their schools during their festive occasions, when there is no holiday declared. For this reason, tribal students lag behind their non-tribal counterparts.

History of education in Kandhamal district

A look in to the history of education in Kandhamal district, reveals that the seeds of education were first planted in Balliguda Sub- Division of the then undivided Ganjam district in 1851 by Captain Mac Viccar as per a decision taken by Henery Pottiangar, who was in charge of the Education Department under Madras Presidency in 1845. Captain Mac Viccar opened three schools at different places of the sub-division. The places were Kurmingia, Udayagiri and Mahasinghi, but due to the prevalence of acute conservative mentality and non-

cooperation from the neighboring inhabitants, the initial steps for education were a failure. Another reason for failure in setting up the education systems was superstitions like "reading would make their eyes drop out of their sockets" which is also responsible for not spreading of education, so no remarkable progress could be achieved within the next 10 years (Behera : 1984:76).

Between, 1855 to 1880 many primary schools were set up in Kandhamal Sub-Division. In the first stage, schools were opened at Phulbani, Khajuripara, Titrapanga and Ratanga, which were upgraded to upper primary status in 1858 In due course of time, the school at Ratanga was shifted to Bisipada and later converted into a Middle Vernacular School. As the administrative headquarters was transferred to Phulbani from Bisipada, the said school was replaced at Phulbani in 1904 and in 1916 it became M.E. school. Angul District Gazetteer reveals that there were 12 upper primary schools in Kandhamal Sub-Division till 1908 with Kandha teachers. But the medium of education was in Oriya language. Hence to attract more Kandha students the then Sub-Divisional Officer Sir O.J. Allenbach directed that school books written in Roman script to express in Kui, the language spoken by Kandhas (Rath: 1993: 25).

Christian Missionaries also played an important role in the development of education in the backward classes of this district. Schools have been set up at Mandasaru, Katingia and at some other places to educate the backward classes. Missionaries also created awareness among the tribals about education. Tribal literacy rate with total literacy rate from 1961 to 2001 as per census reports of Kandhamal is as follows.

Table 1 - Percentage of Literacy rate

Census	Total Population			Scheduled Tribe		
	Male	Female	Total	Male	Female	Total
1961	N.A	N.A	17.69	N.A	N.A	11.82
1971	N.A	N.A	19.79	N.A	N.A	12.37
1981	41.96	11.26	27.08	18.59	4.74	18.59
1991	54.68	19.82	37.03	38.32	9.21	27.49
2001	69.79	35.86	52.68	N.A	N.A	N.A

(Source: District Statistical Hand Book, Kandhamal for the year 1997, 1999, 2001)

The Present scenario of education of Kandhamal district could be judged from the following tables.

Table 2 - Primary Education

Year	No. of schools	Total students	S.T students	No of Teachers			Students teachers Ratio
				Male	Female	Total	
1996-97	1248	76816	38554	1984	546	2530	30.36
1997-98	1348	73863	40778	1943	602	2545	29.02
1998-99	1519	92048	47306	2714	844	3558	25.87
1999-00	1288	86545	46046	2058	637	2695	32.11
2000-01	1297	95163	53222	2069	642	2711	35.10

(Source: District Statistical Hand Book, Kandhamal for the year 1997, 1999, 2001)

Kandhamal Literacy rate 2011

The average literacy rate of Kandhamal in 2011 was 64.13 compared to 52.68 of 2001. If things are looked at gender wise, male and female literacy in India were 76.93 and 51.94 respectively in the 2001 census, however, the same parameters stood at 69.79 and 35.86 in Kandhamal District. Total literacy in 2011 in Kandhamal district was 399,786 of which male and female were 233,900 and 165,886 respectively. In 2001, the total literacy was 279,705 in this district.

Social Changes

Now Kandha boys and girls go to schools and some educated individuals have even been employed in good jobs. Nevertheless, they hesitate to identify their tribal origin at their place of work, as they feel ashamed. Dr. Manmath Kundu, former Director, Academy of Tribal Dialect and Culture, Bhubaneswar narrated his experience about a tribal Bank employee of Phulbani placed at Cuttack and one Minister of tribal origin who tried to hide their tribal identity from him. According to him, what Gandhi said about the English knowing people back then, is true of the educated tribals now. They are foreigners in their own land and among their own people. Thus, education is deculturising tribal society and poor illiterate tribals are the true carriers of their culture. Dr. Kundu also said that the half educated Kandha youth are fond of viewing cinema and composing Kui songs in cinema song style. They now wear full pants, shirts, boots and shoes, wrist watches, spectacles etc. Some tribals ride bicycles and two wheelers as well. They also use bathing soaps and scented oils, something which was not known to them a decade or two ago. Kandha youth chew pan, smoke bidies and cigarettes; drink

foreign liquor at times; have food and tea in hotels when they go out of their village; the older generation still hesitates to do any of these. Kandha girls now wear imitation jewellery, forgoing the traditional ornaments. Students of both the sexes wear modern garments and the need for footwear has increased among the Kandha youths.

Political Change

There was a village council in every Kandha village headed by a Head man (Deri loku). Apart from the Headman, the priest (Jani) and the medicine man (Disari) are the main members of the council. One adult male member from every household is selected as member of the council. All disputes within the families in the village; land disputes, divorce, other problems regarding marriage relations, functioning of religious institutions were discussed and decisions made in the council unanimously.

Cultural Change

Dormitory system for unmarried girls prevailed in the Kandha society. Girls who have attained the age of ten and above were permitted to sleep in the dormitory. Boys from the other villages visit the dormitory and the girls entertain the boys with country cigars and then dance with the boys. This dance is known as Dhangada Dhangidi dance; a way of choosing life partners. The dormitory was the cultural centre of the Kandhas and the birth place of folk literature like songs, tales and riddles. Moreover it was the place to learn social behaviour and social laws.

Religious Change

Kandhas have their own belief system. However, that belief system has also changed with time. Some Kandhas converted to Christianity and they abandoned their tribal belief system. Some others were initiated into the Sanatan pantheon of Hindu ideology. They do not eat meat or fish and gave up drinking. They also adorn sandal wood paste on their forehead and wear purple clothes and worship Hindu gods.

Objective of the study

1. To determine the educational status of tribal girls in Kandhamal district
2. To analyze the gender discrimination in the field of education.
3. To assess their views on the importance of education for girls.
4. To examine the attitude of parents towards girls education.
5. To understand their awareness on the various programs being implemented in the field of education for the tribal girls.

Methodology

Study area: The study was conducted at Khajuripada block of Kandhamal district, Odisha. The Kandhamal district was formed on 1 January 1994 from the former Boudh-Kandhamal district as a result of district reorganization in the state of Odisha. Prior to that, the district was known as Phulbani. The district lies between 83.30° E to 84-48° E longitude and 19-34° N to 20-54° latitude. The district headquarters is Phulbani and is located in the central part of the district. The other popular locations are Baliguda, G. Udayagiri, Tikabali and Raikia. The nearest airport is at Bhubaneswar 211 km (131 mi). There is an airstrip at Gudari 5 km from Phulbani town for landing of small planes and helicopters. The nearest railway station is Rairakhol, on the Sambalpur– Bhubaneswar line, which is 99 km from Phulbani. However Berhampur 165 km (103 mi) away from Phulbani is another convenient rail link. One could conveniently make Phulbani the district headquarters/ Balliguda, the sub-divisional headquarters as the base for visiting the places of interest. By road, Kandhamal can be approached from Sambalpur via Baudh (170 km, 106 miles) and Berhampur (165 km) as well as from Bhubaneswar via Nayagarh (210 km, 130 miles). It is 170 km (110 mi) away from Bolangir.

Study Population

The population for this study are people of Khajuripada block of Kandhamal district, Odisha; the population of Kandha tribes is located more in this block.

Sampling techniques: In this study, both the probability and non probability sampling techniques were used. Simple random sampling was used to select the actual 50 respondents with the lottery method.

Significance of the study: The researcher wishes to give current and timely information about the attitudes of parents towards girl education. This study can give fresh insights about girls education and parents attitudes among Kandha tribes. Finally, the study is also relevant for further investigation by responsible organizations to become aware of the problems of girls education among Kandha tribes.

Field work and Data collection: The field work was carried out in February 2014 for a week, covering the whole Khajuripada block of Kandhamal district. The questionnaires were administered and data was collected from 50 respondents through random sampling method and analyzed by using descriptive statistics like percentage, table and frequency.

Data analysis and interpretation: The data was collected by employing interview guides from different sources. The data pertaining to the subject matter was collected through face to face interviews with slum dwellers and analyzed accordingly.

Characteristics of responses: Description of the characteristics of the target population gives some basic information about the sample population involved in the study, thus the following tables contain the general, educational, economic status and attitude of parents on girl child in the study.

Table 3 - Distribution of respondents based on age, sex, place of birth and marital status

Sl. No	Characteristics	No of respondents	Percentage
1	Age group		
a	25-35	7	14
b	35-45	21	42
c	45-55	11	22
d	55-65	8	16
e	65-75	3	6
	Total	50	100
2	Sex		
a	Male	37	74
b	Female	13	26
	Total	50	100
3	Educational qualification		
a	Primary & upper primary	24	48
b	Matriculation	8	16
c	+2	3	6
d	Illiterate	15	30
	Total	50	100
4	Type of family		
a	Joint	7	14
b	Nuclear	43	86
	Total	50	100
5	Occupation		
	Daily labour	27	54
	cultivation	7	14
	Petty business	16	32
	Total	50	100

The above table shows that 42 per cent of respondents belong to the age group of 35-45, 6 per cent of them fall within the age group of 65-75, 22 per cent of them belong to the age group of 45-55 and 16 per cent of them to the age group of 55-65. Thus, from the above analysis it is learnt that most of them belong to the age group of 35-45.

With regards to the sex of respondents, the table shows that 74 per cent respondents are male and 26 per cent of respondents are female. From this data, it is possible to infer that most of the households are headed by men.

As for the educational qualification, the table shows that 68.57 per cent of respondents possess primary and upper primary educational qualifications, where as 8.57 per cent of them have +2 qualifications and 22.86 per cent of them have completed matriculation. This analysis indicates that many of them are not skilled in terms of education and this can be one of the causes for lack of formal job opportunities and making the Kandhas a low income earning group.

The above table also shows that 86 per cent of respondents are form nuclear families and 14 per cent of them are from joint families. This may be because tribals mainly prefer to stay alone and it is considered a tribal tradition.

According to the above table, 54 per cent of respondents are daily wage laborers; 32 per cent of them have petty business like driving, contracting and 14 per cent of them occupy themselves with cultivation.

Table 4 - Distribution of respondents based on having girl child, sending to school, income etc

Sl.NO	Characteristics	No of respondents	Percentage
1	Having girl child		
a	Yes	34	68
b	No	16	32
	Total	50	100
2	Sending girls child regularly to School		
a	Yes	25	50
b	No	25	50
	Total	50	100
3	Parent visit to school		
a	Yes	42	84

b	No	8	16
c	Total	50	100
4	Monthly income		
a	Less than1000	3	6
b	1000-2000	6	12
c	2000-3000	38	76
d	Above 3000	3	6
	Total	50	100
5	Having educated member in the family		
a	Only one	13	26
b	2 member	21	42
c	More than 2 members	7	14
d	Don't have any	9	18
	Total	50	100
6	Aware of government program for girl child education		
a	Yes	47	94
b	No	3	6
	Total	50	100

The above table reveals data with regard to girl children in the family: 68 per cent of respondents have girl children in their families and 32 per cent of them don't have any daughter.

About sending girl children to the school, the data shows that 50 per cent of them send their girls to school regularly and the other 50 per cent of them do not send to their girl children to the school. This may be because parents are not interested.

With regards to parents visit to the schools where their girl children are studying, the analysis shows that 84 per cent of respondents visit the schools where as 16 per cent of them do not. Thus, it shows that majority of them are interested in their girl children's education.

The above table reveals that while 6 per cent of the respondents have a monthly income of Rs. 4000 and above, 76 per cent of respondents have Rs. 2000-3000 as their monthly income, 12 per cent of them have Rs. 1000-2000 and 6 per cent of them have less than Rs.1000.

The analysis indicates that 42 per cent of respondents have 2 female educated members in the family, 14 per cent of them have more than 2 female educated member in the family, 26 per cent of them have only one member and 18 per cent of them don't have any educated female members in the family.

The above table also reveals that 94 per cent of respondents are aware of various government programs being implemented for the girl child's education, whereas 6 per cent of them are not aware of it. This may be due to their ignorance and they don't get any kind of facilities from government.

Discussion:

Through this study, the investigators found that a majority (42 per cent) of respondents belong to the age group of 35 - 45 and although the researcher gave equal priority to both males and females, there are more (74 per cent) male respondents in the respondent category. With this, it is possible to infer that most of the households are headed by men. Regarding the educational qualification, most (48 per cent) of the respondents possess primary and upper primary educational qualifications. This analysis indicates that many of them are not regarded as skilled in terms of education and this can be one of the causes for lack of formal job opportunities, making the Kandhas a low income earning group. According to the study, it is learnt that majority (86 per cent) of respondents are from nuclear families, as it is a part of the tribal tradition; also, most of them (54 per cent) are daily wage laborers.

This study found that, 68 per cent of respondents have girl children in their family; about sending girl children to the school, the data show that 50 per cent of them send their girls to school regularly and a majority (84 per cent) of respondents visit the school where their girl children study. Most of the parents are willing to send their girl children outside the village for higher study. It was also found during the research that parents allow their girls to have jobs. 76 per cent of respondents have a monthly income of Rs. 2000-3000 for their livelihood. The data analysis indicates that 42 per cent of respondents have 2 female educated members in the family. The study also reveals that 94 per cent of respondents are aware of various government programs being implemented for girl child education. Through the research, the researcher gathered information that parents are concerned about their girls. The tribal people are now giving priority to education and invest in educating their girl children, realizing the importance of education in the modern era.

Suggestions

- The tribal welfare department should adopt flexibility in the policies and norms for the establishment of primary school and the proper functioning of the school.
- The appointment of teachers should be from local tribal community in order to achieve the universalization of primary education.
- Illiterate parents should be made aware of the significance of education through awareness programs.
- Parents should be mindful about girl children's education and the government should make an effort towards girl's education.
- Teachers should be appointed in every primary school, according to the requirement, so that needs of the primary school children are fulfilled
- The government should give more emphasis to tribal girl's education.

Conclusion

I would like to conclude with the words of Swami Vivekananda- 'The only service to be done for our lower classes is to give them education; to develop their lost individuality, give them ideas-that is the only help they require and then the rest must follow as the effect; ours is to put the chemicals together, crystallization comes in the law of nature.' Government planners and others must see education as indispensable for helping tribal people cope with national integration. Education will also determine their prosperity, success and security in life and so, education, which is one of the strongest means of empowerment, must be prioritized over the other sectors among the Kandhas.

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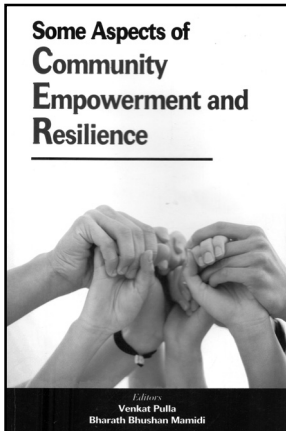
Book Review

Some Aspects of Community Empowerment and Resilience

Editors: Venkat Pulla and Bharath Bhushan Mamidi. 2015. New Delhi: Allied Publishers Pvt. Ltd, ISBN: 978-81-8424-962-0, 258 pages, Paperback US\$25.00 /INR750

* Sebastin K V PhD

Living at the cross roads of the evolution of civilisation where modern communities are witnessing a disturbing trend of erosion of core values of stability, safety and security of individuals, it becomes pertinent to realise the significance of empowerment and resilience among people so as to reconnect with their roots and take pride in ethnicity and its sustainability.



At this very juncture, the anthology of essays which dwells on conversations about resilience, sustainability, citizenship and rights, is definitely most welcome. Not only is such an approach required to rekindle communities to connect to their roots, but also enables a social work professional to realise the losing values of community living – an area which has historical connectivity with social work.

The effectiveness of this compilation lies in the fact that each of the authors have not sermonised their thoughts and theories but have substantiated them with case studies and relevant examples which will enable the readers, especially social work practitioners in general and students in particular, to understand the concept of Resilience and Community Empowerment in the sense of real time and action.

From the case of Mahabir Pun's contribution to the field of education in a remote hilly village in Nepal to the experiment of 'Chalkboards of Hope' in the last chapter – From Metaphors of Resilience to Chalkboards of Hope by Venkat Pulla and Richard Hill, this series of well researched and comprehensible articles and provide an in depth analysis of the prevailing conditions of different communities are centred around the focal concept of "Shared Humanity".

* Sebastin K V, Associate Professor, School of Social Work, Roshni Nilaya, Mangalore – 575 002

The essays have been presented in the backdrop of ever raising power of the giant corporations of contemporary globalised economy and the succumbing of powers of nation state to these corporate entities. From each of the angles of this ailing society where community living has been compromised threatening its very extinction, the reader is convinced about the need for empowerment of communities and their resilience. Again, “Hope” is the central theme rendering optimism among social work practitioners about conserving the essence and values of community living.

Interesting and pertinent are the comments of Appalakonda on rejuvenating degrading biodiversity in and around Garikabanda hamlet in Andhra Pradesh, India. These observations in the chapter – Emergence of Resilience in the Context of Community Empowerment by Venkat Pulla and Bharath Bhushan Mamidi reaffirm the hope that empowerment infuses the spirit of rejuvenation and thus the process of resilience could be initiated. The authors have effectively driven home the point that Community Empowerment can be best described when positive, focussed, flexible, organised and pro-active approaches are adopted in tandem to empower a particular community.

Destruction of communities could well be attributed to cultural onslaught arising out of globalisation and modernised thoughts and lifestyle. The sustenance of such communities and their resilience could be achieved when the environment, employment of individuals, food security, the cultural roots, practiced values and intellectual growth of the communities are ensured. This process of emancipation can happen through education based on the traditional understanding of the communities. This has been conveyed very effectively with the case study of “Zee Re - imagine Concept School Experiment” at the Inanda-ntuzuma-KwaMashu (ink) area in the province of KwaZulu Natal of South Africa.

Vishanthie Sewpaul , Thobeka Ntini, Zama Mkhize and Snegugu Zandamela in the article Emancipatory Social Work Education and Community Empowerment, highlight disturbing trends that students would drop out of school due to health issues including lack of sanitary pads for girls. Teen suicides were also on the high when the intervention was conceived.

The Resilience processes and experiments elaborated in the articles may be small and localised in magnitude but they are impactful.

Leishatownson and Venkat Pulla in the essay on preparing social workers for empowerment: the place of positionality and its continual intricacies have spoken

elaborately on interventional aspects of flexibility, privilege, positionality, situated knowledge and perception which is like a ready reference for preparing social workers working in the field of community empowerment. Their enormous experience and experimentation have provided insights into understanding of the subject in a threadbare manner. The questions posed in the course of the article leave the reader with many questions to ponder.

Communities have been pushed to the verge of extinction due to several reasons including systematic racism. This aspect has been critically examined by Deborah G Graham who explains through live examples of how one man's journey can change many lives. The story of Philip Stewart and Mickmiller, elaborated in his article "Lost to view: the resilience of indigenous Australians in the face of systematic racism", is a touching example of two people who fought their way in recognising the resilience of the survivors of inhumane policies that governed aboriginal lives from the time of colonialism. He goes on to propagate the significance of education and its correlation with indigenous identity. It is pertinent to mention that Graham has sequentially illustrated the role of various institutions including the media in recognising indigenous identity which is one of the key elements in the process of resilience.

All the articles have stressed the aspect of inclusiveness in resilience which makes us understand that resilience can only be established with strong internal intent of a particular community and the interventions from outside, though community social workers may act only as facilitating or catalyzing forces.

Intrestingly the series of essays take us through the journey focusing on different continental issues. While Graham has been aborigin centric of Australia, Ndungi Wa Mungai take the reader to Africa. They also mention the American and the Asian situations in understanding the concept of shared humanity

Ndungi in his article Afrocentric social work: Implications for practice issues, discusses the aspects of indegenization and the social work practices at different levels- international, national and local. He establishes that culture is a critical issue in indegenization. He also analyses the role of different professional social work bodies like the National Association of Social Workers in achieving community development. He further goes on to evolve a vision for the future in the general interest of safeguarding the value of communities in Africa.

One of the chapters that draws our attention is "Arts and Community Work for promoting Resilience" by Venkat Pulla and Anne Riggs. This is an in depth and

well researched chapter which exemplifies the Strengths Based Approach in Social Work. The expression of a child abuse victim Venessa to a child participating in drama classes in Nepal, from the mime workshops in non descript villages in India to the expression of a women survivor of sexual abuse and family violence, the chapter provides innumerable examples of resilience in empowered communities which has been achieved through the power of art, music, theatre and other media. The comments made by all stake holders of this experiment have been meticulously recorded in this chapter with appropriate illustrations which will enable us to visualise the activities and their impact.

Any community that is at the receiving end of globalization and facing a threat of extinction has to learn its lessons by coping with the prevalent situation only after which the process of resilience can be initiated. This hypotheses has been effectively established from the different articles that have extensively covered the aspect of coping with a given situation, may it be the households during the Bangla floods or the issue of missing children in India.

Setting the pace of the discussion on the issue of coping, Aslinda Azman in “The intertwined Nature of coping, resilience and Hope: A social work perspective, effectively argues that the concept of ‘people – in –environment’ is the main focus of social work profession. The article also emphasizes that the process of resilience is strongly attached to hope. Resilience is also closely associated with reconciliation in the aftermath of a societal breakdown. This has been examined in depth by Goran Basic in his article “Reconciliatin narratives of survivors from War in Bosnia and Herzegovina”. He has, through individual comments and interviews tried to portray the ill effects and the processes of societal breakdown during a war were emotion plays a significant role. He further analyses the conditions for reconciliation in the midst of shame and shambles. He describes very narratively the images of reconciliation ideologies for victims for whom justice was just not in sight. It is interesting to understand the stories of conditions for reconciliation in the path towards resilience.

The communities in economic transition are worst hit as the basic needs of their subjects like food; shelter and clothing are also unavailable. This is described in an analytical article “ If I had more money, I would buy Rice”: Cultural and sustainability dimensions add resilience to food security for populations in economic transition Shawn Somerset outlines the pressures due to material hardship which leads to health consequences in transitional economies like that of Kuwait in 1990 following the war. The chapter takes into account the pressures like employment, fragile

families, mental illness and family income. Under material hardships along with the most important food security, the author also takes in to account aspects such as information, entertainment, shelter, health care, clothing and education. He further breaks down the health consequences into different symptomatic attributes like obesity, mental health, fragile families, physical health, stress and stunting. All these aspects add more food for thought while understanding the concept of community resilience.

Closely connected to the issue of food security is the need to make members of the community employable by enhancing their financial capabilities. This is yet another key factor in the resilience of a community. Substantiating this important factor Lambert K. Engelbrecht in the article an integrative review of community education to facilitate financial capabilities of vulnerable households, recognises financial illiteracy as a major challenge to communities all over the world. He has conceptualised financial literacy in simple, definitive terms which include economic literacy and consumer literacy. He has also rightly pointed out that financial literacy is all about having the knowledge, skills, values and habits needed to successfully manage money for earning, spending, saving, borrowing and investing. Further analysing the work of various social scientists who have contributed to theories of community development the author effectively draws the reader's attention to a very significant aspect of community education in facilitating financial capabilities.

As mentioned earlier the significance of human rights based approach for community development Ndungi Wa Mungai and Venkat Pulla convince the readers, is importance of human rights and term it a corner stone of resilience and empowerment in addressing poverty in Asia in the 21st century. They have discussed the cause and effect of provision of human rights and also of the situations when the rights are denied. It has an informative essay dealing with several aspects right from the situation in Asia, poverty and various manifestations including human trafficking, rights of minorities and the hope of restoration of human rights in view of resilience of communities.

Speaking about certain socio – economic issues which pose a threat to community empowerment, we can list several case studies pertaining to varied subjects. The issue of missing children in India is by itself a subject of study. The essay “Building help lines and caring for missing children: A Community Project” by Subhash Chandra Mamidi and Bharat Bhushan Mamidi is an eye opener. Going through the article a social work professional is bound to realise the amount of disturbance the issue creates in a civil society where hope is the only option available. The article

further speaks of the sunshine stories of rescuing and tracing the missing children, which kindles a ray of hope.

While the empowerment of communities that are vulnerable but stable can be effectively established, it is always an uphill task when a community is shattered due to natural calamities. However the strong sense of resilience clearly personified in such situations, is the thought that comes to mind as we glance through the article on “Coping and Resilience: Women Headed Households in Bangladesh Floods” by Venkat Pulla and Tulshi Kumar Das.

Finally attention is drawn to social work education which plays a pivotal role in examining the ground realities, understanding concepts and finally redressing an issue. Rosemary Rae’s “Empowerment and Resilience: Some Reflections’ from Service User Involvement in Social Work Education” attempts to highlight the roles of a social work student and practitioner by clarifying pertinent concepts on community empowerment which is closely knit with the ideas like inequality, risk management, power, trust and resilience.

Right from the beginning the interest kindled in the mind of the reader has been carried forward till the very end. Like one of the chalk boards in the final essay says “curiosity ... A key to the door of possibility”, the reader’s curiosity increases with every case study mentioned and the possibilities of redressal show the way forward for a professional in the field of social work. Thus this anthology of essays serves as a relevant reference material for each one who wishes to make a change in the lives of communities who are in the process of resilience and thereby help transform the prevalent societies into a better world order.

Call for Papers

The Adelaide Journal of Social Work is an annual publication of School of Social Work, Roshni Nilaya, Mangalore, providing an independent forum for researchers and practitioners in social work. It encourages original, creative, critical and empirical research and promotes fine-tuning of the existing theory in social work. It helps the reader to be updated with the theoretical and empirical developments in the field. The Journal invites contributions from academicians, practitioners', research scholars, policy makers on various relevant areas keeping with the general objective. It also solicits case studies and personal experiments as well as book reviews of recent social work publications.

Guidelines for the contributors :

- ❖ Articles should be of original nature and should not have been sent or accepted for publication elsewhere.
- ❖ An abstract of 250 words to be sent in case of articles.
- ❖ The manuscript length should be of 3000-5000 words including figure and tables typed in 1.15 space with 12 font Times New Roman on 8.5" X 11" - A4 Size papers.
- ❖ The manuscript should not contain foot notes. References should be cited at the end of manuscript. The list should mention only those sources cited in the text of the manuscript.
- ❖ Each table / figure / graph should have brief and self explanatory title. Also, mention the source and explanation, if any, at the bottom of the table / figure / graph.
- ❖ In the case of articles, precise conclusion to be given
- ❖ Prospective article is subject to blind review by a panel of eminent referees
- ❖ Cover page should contain title of the paper, name, present designation, postal address, mobile / telephone number and email ID of the author/ authors with brief resume
- ❖ A hard copy of the manuscript should be sent to the editor with a stamp size photo. Further, soft copy along with the abstract is to be mailed to adelaidejsw@gmail.com or in compact disc in MS word.

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