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Role of 'Iqqubs' in Private Business Start Up and Development of SMEs with Reference to Arba Minch, Ethiopia

Shaik Abdul Majeeb Pasha*, Ato. Debalke Delcho Dayrra**

Abstract

This paper provides the role of Iqqub in business start-up and development in small and medium enterprises in Arba Minch. Iqqub plays a prominent role in the business start up and development with regard to providing credit without interest or at lower interest, sharing ideas with others, enforced saving mechanism, providing credit without mortgage. The Iqqub members are getting more benefit than iqqub organizers and their source of income is trade and manufacturing. The results of the study found that the private businesses prefer iqqub rather than financial institutions mainly due to obtaining credit without interest. The trustfulness of the members for the rules they agreed on and accepting person for collateral instead of collateral for fixed asset are the experiences to be learned from iqqubs by formal financial institutions and government.

Keywords: Iqqub; Members; Start Up; Incomes; Small and Medium Businesses.

Introduction

Background of Study

The sources of financing for business within different levels are own deposit, saving, properties transfer from families and loan from formal and informal financial institutions. The formal financial institutions such as banks are not encouraged by the poor and low income society because as indicated by Dejene (1993) "high costs per transaction, complex bureaucratic lending procedures, elaborate paper work, high collateral requirements and delays are some of the factors which militate against effective utilization of the existing banking facilities".

Iqqub is one of informal financial institutions that highly encouraged in rural areas and at low income society in urban areas. Dejene Aredo (1993) describes "iqqubs" as "In the literature, the "Iqqub" is conceived as a form of traditional savings institution.

These descriptions suggest that the "iqqub" is a savings association where each member agrees to pay periodically a small sum into a common pool so that each, in rotation, can receive one large sum".

On the other hand Temesgen Teshome (2008) defined "Iqqubs" as "the traditional instrument for financing households for social or investment purposes and are very common among Ethiopian community". Indigenous informal financial institutions such as "iqqubs" are used to finance household consumption, start-up capital for investment for very small-scale medium sized business enterprises. Therefore the poor and the low income people use informal financial institutions in Ethiopia as well as in Africa for the business start up and development.

But this study is engaged in the role of "Iqqubs" in private business start up and development in case of small and medium size businesses at Arba Minch Town which are the formal finance sectors do not take attention and encourage to entering into the economy of the country.

Statement of the Problem

The informal financing sector is one of the neglected areas by many researchers; as a result it is difficult to find ample researches in this area. Research

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on the informal financing sector is limited in number and depth compared to the bulk of researches conducted in the formal financial sectors. Although, limited researches on informal financing sector in Addis Ababa conducted by Temesgen (2008), in the Role And Potential of 'Iqqub' In Ethiopia and by Dejene (1993), in the Informal And Semi- Formal Financial Sectors In Ethiopia: A Study of the Iqqub, Iddir, and Savings and Credit Co-Operatives, the degree of businesses benefited from " iqqubs" have not been discussed, but they have been taken attention on the role of "Iqqubs" from the perspectives of gains from saving.

But this paper takes attention on the role of informal financing sector particularly "Iqqubs" in private business start up and development in case of small and medium scale businesses regarding trust in the members of iqqub. Bringing to light the role of this informal finance sector regarding non-financial benefits in addition to financial benefits considered by other researchers might waken up the formal finance sectors and suggest policy adjustment for regulatory bodies.

Objective of the Study

- The objective of the study was to describe the role of "Iqqub" in private business start up and development in small and medium sized businesses at Arba Minch Town.
- To identify the role of 'Iqqubs' in businesses start up and growth, especially of small and medium scale businesses and identify the types of businesses supporting by iqqubs.
- To identify why do private businesses choose the informal sectors to start up and develop business rather than the formal sector for financing and share the experience to formal finance;
- Finally, suitable findings and recommendations wants to be given.

Scope of the Study

The scope of the research is really a broder area but for the study puprpose researchers has taken study confined to Arba Minch Town on five "Iqqubs". With this regard Hailu Mengist, Azmera Alto and Tarekegn Worku "Iqqubs" are considered as large, Daga Darge "Iqqub" is considered as medium and Balila Bekele "Iqqub" is considered as small.

Limitation of the Study

The research is really a broder area but for the study

puprpose researchers has taken study confined to Arba Minch Town on five "Iqqubs". The business men out of the members regarded "Iqqubs" were not the concern of this paper. The members of "Iqqubs" were collected once a week. This has taken time to get the respondents and for data collection. On the other hand since the respondents are merchants, they have not returned all the questionnaires due to the lake of time they stay in the town.

Significance of the Study

This time the informal finances such as "Iqqubs" play the significant role in the economy and investment in the country. But this role has been neglected or overseen by the government, formal finance sectors and scholars. This study will give information to the government to use the experience such as trustfulness, providing continues support for the members by the leaders of the informal finance in the policy and strategy formulation.

Review of Literature

Stephenson defined business as, "The regular production or purchase and sale of goods undertaken with an objective of earning profit and acquiring wealth through the satisfaction of human wants.

What is Private Business Start Up?

In the business start up and resource guide (February 2014) the business start up is referred as "While owning a business may be a personal dream for many, managing a business may prove difficult because of a lack of prior business ownership, experience or management skills. An honest self-evaluation will allow you to assess your personal characteristics and determine your willingness to meet the demands of owning your own business". This money may come from the profit retained by the organization, the borrowing from the formal financial sectors such as banks, as well as informal finance sectors such as "Iqqub". This paper takes consideration on the role of "Iqqub" in business start-up and development in case of small and medium sized businesses at Arbaminch Town, Ethiopia.

What are the Features of Financial Sectors?

Udry Christopher and Aryeetey Ernest (1995) described the features of formal and informal

financial sectors contrasting that the informal financial sectors have higher interest rates and require the higher collateral in Africa, for example the authors referring that the interest rate of informal finance sectors in Ghana per year reaches up to 100%.

What is "Iqqub"?

In Ethiopia informal financial institutes have long history even though the studies have not been made in last many years. "Iqqub" is one of informal financial institutions in Ethiopia. It is established in urban and rural areas in the country for different purposes and in different size. Zeleke Worku (2013) explained that;

Small and medium-sized enterprises often seek financial assistance from informal financial schemes called "iqqub". These are indigenous, informal money lending associations that are similar to social capital schemes that operate in the rest of the world. Iqqub schemes lend money to fellow members of the scheme free of interest, and operate based on mutual trust.

From the ten years study investigate the reason for the long existence of small and medium sized enterprises Zeleke Worku(2013) described the role of informal finance such as iqqub;

At the end of the second round of study, 86 of the 407 businesses (21.13%) were out of business, mostly due to lack of access to finance required for routine operation, poor managerial skills, as well as poor technical skills. Businesses that survived the 9-year study period were characterized by extensive utilization of finance raised from the informal financial sector (p.142). Therefore the study indicates that the informal financial sectors benefit the business to extend the life in the market.

Teshome (2008) described cost of Iqqub, as "the study of transacting in an 'Iqqub' has its own cost. These costs can be classified as implicit and explicit costs. An Implicit cost includes opportunity cost while explicit costs include service charges, transaction costs and cost of buying 'Iqqub' lot".

Research Design and Methodology

The Study Area

Arba Mich Town is one of the top cities in SNNPR region. Here so many iqqubs are operating by the people. From this information researchers wants to

see that the majority of business men at Arba Minch Town are small business group which could not have asset to give for collateral to get finance from formal finance sectors to starting up business.

Population Sampling Design and Techniques

Since "Iqqubs" are not formally organized institutions, it was difficult to get the actual number of "iqqubs" in the town. Therefore, Selection of iqqubs was made based on informal information that the researcher got and forced to use the popularity as a major criterion. Accordingly the researcher selected Hailu Mengiste, Tarekegn Worku, Azimera Alto, Balila Bekele and Daga Darge Iqqubs. The total population of the five iqqubs is 442. Out of which Hailu Mengiste-25, Tarekegn Worku-30, Azimera Alto-32, Balila Bekele-17 and Daga Darge-29 which total was 133 taken into account.

Data Collection and Instruments

The surveyed 'Iqqubs' were selected systematically by identifying existing organized 'Iqqubs' through personal contacts. Specifically the research was conducted on five 'Iqqubs' which are small, medium and large in their amount of contribution.

Data was primarily collected through personal interview with 'Iqqub' organizers, on how they manage and allocate the funds collected.

Data Analysis and Presentation

Data was analyzed by using the SPSS version 20 software. Appropriate frequency, percentage, average and other figures were used to interpret and present the analysis as required. Moreover, tables were used as appropriate to clearly show the analysis and finding.

Findings and Analysis

Response of the Questionnaire

As indicated in the table 1, from the questionnaire distributed for the members of iqqubs, 113 have responded. This is 84.96% $((113/133)*100)$ of the sample. This was expected in the limitation of the study due to the movability of the trade men they may not respond in the time or can not respond for ever the questionnaire. But the responded quantity is sufficient to analyze the data.

Table 1: Response of the questionnaire

Name of Iqqub	Sample	Frequency of the Respose	Valid Percent	Remark
Azimera Alto	32	28	87.5	
Balila Bekele	17	15	88.2	
Daga Darge	29	20	67.0	
Hailu Mengiste	25	23	92.0	
Tarekegn Worku	30	27	90.0	
Total	133	113	84.94	

Source: Result of questionnaire

Personal Data of the Respondents***Location of the Respondents***

Regarding the location of respondents as indicated in table 2, all respondents are from Arbaminch Town.

But the leaders referred us that there are some members which are not at Arbaminch Town. These members come to the iqqub by the trade relation with some members from Arbaminch. This indicates that iqqub organized not necessarily by neighborhood, family ship, friendship, relatives and other relations.

Table 2: Location of the respondents

Particulars			Location of the respondent A/M	Total
name of iqqub	Tarekegn	Count	27	27
		% of Total	23.9%	23.9%
	Hailu	Count	23	23
		% of Total	20.4%	20.4%
	Daga	Count	20	20
		% of Total	17.7%	17.7%
	Balila	Count	15	15
		% of Total	13.3%	13.3%
	Azimera	Count	28	28
		% of Total	24.8%	24.8%
	Total	Count	113	113
		% of Total	100.0%	100.0%

Source: Result of questionnaire

Age of the Respondent

From the table 3, we can understand that 104 respondents out of 113 which is 92.04% respondents were from the age of 25-55. This age is classified under the adult age in Ethiopia and productive age in the

world. All of Tarekegn Worku Iqqub members are under adult age. This engagement indicates that the most of productive people in business at Arbaminch Town uses "Iqqub" for start up and development of business.

Table 3: Age of respondents

Name of Iqqub	Age of Respondant		Total
	15-24 Youth	25-55 Adult	
Tarekegn Worku	0	27	27
Hailu Mengiste	2	21	23
Daga Darge	3	17	20
Balila Bekele	1	14	15
Azimera Alto	3	25	28
Total	9	104	113

Source: Result of questionnaire

Sex of Respondants

From the table 4 we can understand that the majority of the business men engaged on trade at ArbaMinch Town are male. From the observed data 105 out of 113 which is 92.9%. The remaining 7.1% is

female. This implies that the participation of females in business as well as in iqqub at Arbaminch Town is insignificant. There fore the participation of females in business as well as in iqqub needs the work of respected bodies or further study.

Table 4: Sex of the members

Particulars			Sex of respondant		Total
			M	F	
Name of iqqub	Tarekegn	Count	19	8	27
		% of Total	16.8%	7.1%	23.9%
	Hailu	Count	23	0	23
		% of Total	20.4%	0.0%	20.4%
	Daga	Count	20	0	20
		% of Total	17.7%	0.0%	17.7%
	Balila	Count	15	0	15
		% of Total	13.3%	0.0%	13.3%
	Azimera	Count	28	0	28
		% of Total	24.8%	0.0%	24.8%
	Total	Count	105	8	113
		% of Total	92.9%	7.1%	100.0%

Source: Result of questionnaire

Duration of Members in the Iqqub

Regarding the duration of members in iqqubs as shown in table 5, 7 members in Tarekegn iqqub have stayed in the iqqub for more than 10 years. The other 91 Out of 113 in all iqqubs have stayed up-to 6 years. The other 15 in all iqqubs stayed for 6-10 years. This

indicates that the entrance and exit from iqqubs is not protected for members. This indicates that the importans of iqqubs increases from time to time at ArbaMinch Town and playing the prominent role in business start up and growth.

Table 5: Duration of members in the Iqqub cross tabulation count

Name of Iqqub	Duration of members in the iqqub				Total
	0-3	4-6	7-10	>10	
Azimera Alto	21	7	0	0	28
Balila Bekele	12	3	0	0	15
Daga Darge	14	5	1	0	20
Hailu Mengiste	11	9	3	0	23
Tarekegn Worku	3	6	11	7	27
Total	61	30	15	7	113

Source: Result of questionnaire

Education Level of Respondents

Regarding the educational level of iqqub members as shown in table 6, 26 out of 113 are Diploma holders, 23 are from grade 5-8, 18 are from grade 4-5, 17 are from grade 9-10, 16 are from grade 11-12, 12 are degree holders and 1 is master holder. This indicates that above 50% of the members can understand the

modern business systems and money value today. Accordingly they can analyze the role, advantage and disadvantage of iqqub for the business start-up and development. Therefore it is possible to estimate that the role of iqqub in business start- up and growth at Arbaminch Town is understandable by the people engaged in business.

Table 6: Education level of respondent

Name of Iqqub	Education Level of Respondent							Total
	4-5	5-8	9-10	11-12	Diploma	Degree	Master	
Tarekegn Worku	7	6	6	4	2	2	0	27
Hailu Mengiste	0	3	0	9	5	5	1	23
Daga Darge	3	10	4	1	1	1	0	20
Balila Bekele	6	4	3	0	2	0	0	15
Azimera Alto	2	0	4	2	16	4	0	28
Total	18	23	17	16	26	12	1	113

Source: Result of questionnaire

The Classification of Businesses

Average weekly Income

From the data in table 7 we can observe that the

weekly income of the respondents from selected iqqubs in the town only 18 out of 113 have got income of above birr 5,000 per week which will be above birr 260,000 per year. The remaining 95 respondents out

of 113 have got below birr 5,000 per week. This may need further investigation for the reliability of the data regarding the large iqqubs to match the income they get per week and they contribute iqqub per week as

shown in table 6 largest iqqubs Tarekegn Worku, Hailu Mengiste and Azimera Alto respectively contribute Birr 8,200, 10,200 and 7,800.00 per week.

Table 7: Average weekly income

Name of Iqqub	Average Weekly Income						Total
	10-1000	1001-2000	2001-3000	3001-4000	4001-5000	>5000	
Tarekegn Worku	4	4	8	4	6	1	27
Hailu Mengistu	15	2	0	0	3	3	23
Daga Darge	10	3	5	1	1	0	20
Balila Bekele	10	0	1	1	2	1	15
Azimera Alto	6	7	0	0	2	13	28
Total	45	16	14	6	14	18	113

Source: Result of questionnaire

Number of Employees

The type of business is classified by the numbers of employees. From the table 8 with regard to the number of employees we can observe that the businesses undertaken in the research shows 108 out of 113 are classified under small scale business, 3 are classified under medium scale business and 2 are

classified under large scale business. This classification indicates that the most of business engaged in iqqub at ArbaMinch Town are the small scale businesses. The scale business people are the low incomeed and who do not have fixed assets for the collateral which ables the business fullfil the requirement of formal financial institutions to give loan for the business.

Table 8: Number of employees

Name of Iqqub	Number of Employees				Total
	1-5	5-10	11-15	21-25	
Tarekegn Worku	22	1	2	2	27
Hailu Mengiste	23	0	0	0	23
Daga Darge	12	8	0	0	20
Balila Bekele	10	4	1	0	15
Azimera Alto	27	1	0	0	28
Total	94	14	3	2	113

Source: Result of questionnaire.

The Sources of Income

From the Table 9 we can understand that the source of income of the all respondents is trade. According to data shown in table 15 the types of trade are classfied into service and industry/manufacturing. The data shows that 105 out 113 which is92.9%

respondents are engaged in service business, whereas 8 out of 113 which is7.1% respondents are engaged in industry/manufacturing business. This indicates that most of traders engaged in service business have used iqqub to start up and development at Arbaminch Town.

Table 9.Source of Income

Name of Iqqub	Source of Income Trade	Total
Tarekegn Worku	27	27
Hailu Mengiste	23	23
Daga Darge	20	20
Balila Bekele	15	15
Azimera Alto	28	28
Total	113	113

Source: Result of questionnaire

Members Participate at Iqqub

For the question raised,"why they participate in iqqub?" the respondents from five iqqubs answered as the data indicated in the table 10, 72 out of 113

which is 63.8% have agreed for the response obtaining credit without interest. From the followingtable data analysis disclosed that,the reason obtaining credit without interest, obtaining credit at lower interest, the Less Bureaucracy (easy access to credit or loan),

sharing ideas with others, enforced saving mechanism is used, additional income from iqqubs and obtaining credit without mortgage are the reasons

business people to participate in iqqub. Therefore the social factors such as meeting with others, eating and drinking are not a mojar factors to participate in Iqqub.

Table 10: Why do you participate in Iqqub

		Obtaining credit without interest	Obtaining credit at lower interest	Due to the social factors (meeting with others, eating and drinking etc)	Less Bureaucracy (easy access to credit or loan)	Sharing ideas with others	Because enforced saving mechanism is used	Additional income from Iqqubs	Obtaining credit without mortgage
Strongly Disagree	Count	22	17	28	19	22	20	15	7
	%	19.5%	15%	24.8%	16.8%	19.5%	17.7%	13.3%	6.2%
	Count	4	8	13	9	5	8	1	5
	%	3.5%	7.1%	11.5%	8.0%	4.4%	7.1%	0.9%	4.4%
	Count	15	26	41	23	20	24		5
	%	13.3%	23%	36.3%	20.4%	17.7%	21.2%		4.4%
	Count	9	15	14	17	19	20	26	19
	%	8.0%	13.3%	12.4%	15.0%	16.8%	17.7%	23.0%	16.8%
	Count	63	47	17	45	47	41	71	77
	%	55.8%	41.6%	15.0%	39.8%	41.6%	36.3%	62.8%	68.1%

Source: Result of questionnaire

Cost of Iqqub

For any business or transaction the cost of service or transaction is expected in the business world. To realize the cost of iqqub in the regarded iqqubs, we raised the question whether they pay extra money for membership of iqqub.

Security in the Iqqub for the Default

As per the data analysis, the the memnerd of the regarding iqqub have indicated the securacy of their money in the iqqub. The security for the business men to get their money in the business is the important factor and the indicator of the strength of the business. This shows that they trust the members of the Iqqub.

Alternative Source of Finance Rather than Iqqub for Medium and Small Business

According to the data analysis, for the question raised for respondents, "if the members cannot get loan from iqqub what alternative they preferred?" Then the respondents agreed as, 1 out of 113 referred banks, 5 out of 113 referred Micro Finance, 15 out of 113 referred Relatives\Friends and 25 out of 113 referred Credit Associations. This response indicates that the communities who have the insignificant or no opportunity to get money from iqqub have no chance or very insignificante chance to get money from formal

financial intitution to start up or develop business. Again for the question raiser for respondents, do you believe that Iqqubs can provide long term credit? Then they responded negatively as indicated in data analysis. This shows us that the people with low income do not interested in formal financial institutions because of their defferent formalities such as collateralial, bureaucracy etc.

Use of Iqqub

For the question what the respondents did by money that they received from iqqub, as per the da analysis, they respectively responded as 93 out of 113 have used to start new business, 33 out of have used to expand the existing business, 33 out of paid other debt, 27 out of have bought merchandise inventory, 3 out of have bought household appliances, 4 out of have covered my weeding expenses, 88 out of have established trade and 70 out of have bought capital assets (vehicle, house etc). There for the data indicates that most of the business men at Arba Minch Town use money from iqqub for start-up new business, establish trade and purchase of capital assets.

Benefit of Linking Iqqub with other financial Institutions

For the questions raised whether the respondents think Iqqubs can benefit if they are linked with formal

financial institutions like banks? As per data analysis, all of the respondents have responded negatively. As some respondents explained that from the current experience of formal financial institutions, request of assets for collateral, long bureaucratic process and time consuming process are the major problems to link iqqub with other financial institutions. There for if it is possible to link iqqub with other financial institutions, they have to revise the rules for collateral, minimize the long bureaucratic process then to link iqqubs and benefit the small and medium sized business.

Beneficiaries from Iqqubs

To know the benefited parts from iqqubs, the

question, "Do you think Institutionalizing Iqqub will benefit iqqub organizer or iqqub members?" was raised for members from five iqqubs at ArbaMinch Town. As shown in table 11, 88 respondents out of 113 which is 77.9% were agreed on the iqqub organizers are benefited. This indicates that though both iqqub organizers and iqqub members are benefited from iqqub, the data shows that the members are more benefited from iqqub. There for the preference of iqqub members for iqqub is more than iqqub organizers as the data of five iqqubs at ArbaMinch Town.

Table 11: Iqqub Organizer Vs Iqqub Members Cross-tabulation

Particulars			Iqqub Members			Total
			No Response	Aggree	Strongly Aggree	
Iqqub Organizer	Strongly Aggree	Count	3	11	69	83
		% of Total	2.7%	9.7%	61.1%	73.5%
	Aggree	Count	1	2	2	5
		% of Total	0.9%	1.8%	1.8%	4.4%
	Disagree	Count	0	1	2	3
		% of Total	0.0%	0.9%	1.8%	2.7%
	No Response	Count	8	0	14	22
		% of Total	7.1%	0.0%	12.4%	19.5%
		Count	12	14	87	113
	Total	% of Total	10.6%	12.4%	77.0%	100.0%

Source: Result of questionnaire

Conclusion and Recommendation

The 'Iqqub' consists of homogenous groups: people from the same work place, ethnic background, trade, schooling background or neighborhood. But this paper has identified that the formation of iqqub with some criteria such as relatives, family members, same ethnic groups, friends, neighbors, followers of same religion and no relation to be the member of that iqqub and tested. With these regards the criteria relatives, family members, same ethnic groups, friends, neighbors and followers of same religion are not the major criteria for the formation of iqqub in case of five iqqubs at Arba Minch Town. This indicates that the criteria for the formation of iqqub depend on the iqqub and vary from place to place in related to the previous study in Addis Ababa.

Iqqub plays the prominent role in business start up and development in small and medium sized business at Arbaminch Town. According to the analysis iqqub plays the prominent role in the business start up and growth with regard to providing credit without interest, providing credit at lower interest, accessing with Less Bureaucracy (easy access

to credit or loan), sharing ideas with others, enforced saving mechanism, providing additional income from iqqubs, providing credit without mortgage.

On the other hand, though both iqqub organizers and iqqub members are benefited from iqqub, the data shows that the members are more benefited from iqqub. There for the the role of iqqub is more benefiting iqqub members than iqqub organizers as the data of five iqqubs at ArbaMinch Town. Iqqub mainly make members to start new business, to expand the existing business, paid other debt, buy merchandise inventory, established trade and buy capital assets (vehicle, house etc). Therefore, the data indicates that most of the business men at Arba Minch Town use money from iqqub for start-up new business, establish trade and purchase of capital assets. With regardless of business classification they responded positively for the question whether they beneficiary from iqqub. On the other hand for the questions whether they prefer iqqub rather than other financial institutions, all respondents answered positively for the question. Regarding the businesses financed from iqqub the study shows that the business mostly engaged in service business and are the small and medium sized businesses.

According to data the source of income for all respondents in five iqqubs is trade; it is classified into service and industry/manufacturing. This indicates that most of traders engaged in service business have used iqqub to start up and development at Arbaminch Town. The experience used in the service business regarding the role of iqqub needs to encourage people to enter into industry/manufacturing business to satisfy the economic policy of the government.

The private businesses prefer iqqub rather than other financial institutions due to obtaining credit without interest, obtaining credit at lower interest, less bureaucracy (easy access to credit or loan), sharing ideas with others, enforced saving mechanism, additional income from Iqqubs, obtaining credit without mortgage. In addition to this the cost of iqqub is insignificant or null. The rights of iqqub members in the iqqub, in accordance with getting loan in any time in need of money, liquidate their position in the Iqqub before the Iqqub liquidates without any penalty payment, with an appropriate successor. But most of iqqub members do not know how to liquidate from their iqqubs. Therefore, this may inform the iqqub leaders to create awareness for the members on the rule of the iqqub.

According to the analysis the iqqub members do not pay cost of service or transaction such as for membership, food, drinks, but they referred that they are gaining more money than they contributed in the iqqub in the form of benefit from the sale of their chance and the sale of "jema".

Regarding the experience formal financial institutions and government to learn from iqqub is that the trustfulness of the members for the rules they agreed on and accepting person for collateral instead of collateral for fixed asset. The trustfulness has indicated by that of the respondents from five iqqubs no one has lost his money due to default of others at Arbaminch Town. The respondents reasoning is that trust the members, collateral(person), the leaders' responsibility to pay and the experience of no default record. This shows that trust the members and collateral (person) are the experiences to be learned from Iqqub.

Recommendation

Iqqub is one of the informal financial institutions that mostly the small and medium scale businesses used to start up and develop business in Ethiopia. It is playing the prominent role in providing money to small and medium scale business to start up and develop business in the country as well as at Arba

Minch Town. The experiences that applied in iqqub such as trustfulness of the members to pay their debt that they received in their term of the lot, giving the priority for the member who have great urgency, having personal collateral instead of assets are the considerable roles of iqqub at Arba Minch Town with regard to five iqqubs. The formal financial institutions have to apply the experience that had been effective in informal financial institution to make small and medium scale businesses to participate in the economy of the country. That is because the productive aged people in case of lack of finance and asset for collateral could not enter into the economy can get the chance to enter into the business as well play their role in the economy of the country and widen their role from service to industry that the current issue of the country. Finally the role of iqqub in the economy of the country has to be taken attention by the scholars and the government for further research.

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Assessment of Mobile Phone Dependence among Nursing Students

B. Jayabharathi*, Pinkie Lizbeth Thomas**

Abstract

Mobile phone overuse is a dependence syndrome seen among certain mobile phone users. Some mobile phone users exhibit problematic behaviours such as preoccupation with mobile communication, excessive money or time spent on mobile phones, use of mobile phones in socially or physically inappropriate situations such as driving an automobile. The aim of the present study was to assess the level of mobile phone dependence among nursing students. Cross sectional design was adopted for the study. The study was conducted at SRM College of Nursing. The total sample size for the study comprised of 144 nursing students and they were selected by using convenient sampling technique. The Mobile Phone Dependence Questionnaire (MPDQ) was used to assess the level of mobile phone dependence among nursing students. The data was analysed by using descriptive and inferential statistics. The findings of the study showed that, majority 59% of nursing students had mild mobile dependence, 38% of them had moderate mobile phone dependence and only 3% of them had severe mobile dependence. There was no association found between the mobile phone dependence among nursing students with their demographic variables.

Keywords: Mobile Phone Dependence; Nursing Students.

Introduction

A cell phone is a device that can make and receive telephone calls over a radio link whilst moving around a wide geographic area. It does so by connecting to a cellular network provided by a mobile phone operator, allowing access to the public telephone network. In addition to telephony, modern-day mobile phones also support a wide range of other services such as text messaging, email, internet access, short-range wireless communications (infrared, Bluetooth), business applications, gaming and photography. Today, Smart phones with more advanced computing facilities have come into the market. In the last 20 years, worldwide mobile phone subscriptions have grown from 12.4 million to over 5.6 billion, penetrating about 70% of the global

population. Its usage has also become an important public health problem as there have been reports of plenty of health hazards, both mental and physical, in people of all age groups. World Health Organization confirmed that cell phone use indeed represents a health menace, and classified mobile phone radiation as a carcinogenic hazard, possibly carcinogenic to humans. In spite of some knowledge on unfavourable health effects, the usage of cell phones has increased dramatically especially since the time they have become more affordable and available all over the world. Almost 87-90% of the population in an advanced country like the USA, use cell phones, and a sizeable number of these is school and college going students. In India too, it is noted that the scenario is similar with people from both rural and urban areas, educated or illiterate, and belonging to almost all ages; now dependent on a cellular phone. The alarming fact is that many of these devices reach the market without any safety testing on their electromagnetic radiation [1].

Mobile phone overuse is a dependence syndrome seen among certain mobile phone users. Some mobile phone users exhibit problematic behaviours related to substance use disorders. These behaviours can

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include preoccupation with mobile communication, excessive money or time spent on mobile phones, use of mobile phones in socially or physically inappropriate situations such as driving an automobile. Increased use can also lead to increased time on mobile communication, adverse effects on relationships, and anxiety if separated from a mobile phone or sufficient signal. Overuse is often defined as a "dependence syndrome," which is the term used by the World Health Organization (WHO Expert Committee, 1964) to replace addiction or habituation. This is categorized either as substance abuse, such as from psychoactive drugs, alcohol and tobacco under ICD-10, or a behavioural addiction, such as a mobile phone addiction. Behaviours associated with mobile-phone addiction differ between genders. Women are more likely to develop addictive mobile phone behaviour than men. Men experience less social stress than women and use their mobile phones less for social purposes. Older people are less likely to develop addictive mobile phone behaviour because of different social usage, stress and greater self-regulation. Over-use of mobile phones can affect social and psychological well-being and health of an individual. There is an enormous impact of the mobile phone on contemporary society from a social scientific perspective [2].

Anuj Mittal, et al conducted a study on cell phone dependence among medical students and its implications – a cross sectional study. A cross-sectional study was planned to evaluate dependence on cell phone among medical under graduate students and its implications. Total of 309 students studying in second to eighth semester had responded on self administered questionnaire. Among 309 participants, 131 were males and 178 were females. There was no significant difference between call patterns of males and females. Students were restless when they were unable to contact desired person (3.9+1.47) and when they forget to bring the cell phone (restlessness observed significantly among very frequent users). Total 54% students were angry with cell phone; the common reasons were software problems (29.3%), unavailability of network (23.4%), annoying messages and calls (22.8%). 25% students attend call while driving. False perception of ring was reported by 64.4% users and it was twice more common among students with emotional bonding score greater than 18. As observed unjustified use of cell phone may result in problems, therefore health education should be targeted to youth to prevent harmful effect of this great invention [3].

There is some evidence supporting the claim that excessive mobile phone use can cause or worsen

health problems. Studies show that users often associate using a mobile phone with headaches, impaired memory and concentration, fatigue, dizziness and disturbed sleep. These are all symptoms of radiation sickness. There are also concerns that some people may develop electro sensitivity from excessive exposure to electromagnetic fields. Using a cell phone before bed can cause insomnia [2].

Mobile phone services were introduced in India about 15 years ago. Prior to it, people were communicating through the land line phones or writing letters. But introduction of mobile phones changed the definition of communication. Due to the other facilities available with mobile, students got attracted most and use of mobile turned to the term "Mobile Addiction" [4].

The present study aims to assess the level of mobile phone dependence among nursing students at SRM college of Nursing.

Methodology

The present study was conducted SRM college of Nursing, Kattankulathur. Cross sectional design [5,6] was adopted for the study. The total sample size for the study comprised of 144 nursing students and they were selected by using convenient sampling technique. The inclusion criteria for sample selection includes a) Students who were studying B.Sc (Nursing), b) Students who were available during data collection. Students those who were not having mobile phone were excluded from the study.

Ethical Consideration

Formal approval was obtained from the Institutional review board and Institutional ethical committee of SRM University, Kattankulathur, Chennai. Informed consent was obtained from the samples after explaining the study objectives, practices, goodness, and time period involved. The students were asked to participate voluntarily in the study.

Data Collection Instruments

Section A pertained information regarding demographic data like age, religion, year of studying, place of stay, order of birth, type of family, residence, network connection, phone is bought by and reason for getting the phone. Section II assessed the level of mobile phone dependence among nursing students

by Mobile Phone Dependence Questionnaire (MPDQ). It has 20 items with the ranges of always, often, sometimes, and hardly ever. The respondents were asked to indicate the level of severity of dependence in the column given. The scores were interpreted as mild mobile phone dependence (0-20), moderate mobile phone dependence (21-40) and severe mobile phone dependence (41-60). The reliability of the tool was obtained by test-retest method and a reliability coefficient of 0.80 was found to be statistically significant.

Results & Discussion

Cell phone plays an essential role in communications throughout the world [7]. Mobile devices have become indispensable in the 21st century. Owing to the convenient mobile services provided, more and more people rely on mobile phone. Consequently, there may produce a problem of dependency on mobile phones as internet addiction. Studies found that people with anxiety

disorders may benefit from a clinical assessment to rule out mobile phone abuse or dependency [8].

There is a large amount of research on mobile phone use, and its positive and negative influence on the human's psychological mind and social communication. Referring to the possible negative outcomes of mobile phone use, users may encounter stress, sleep disturbances and symptoms of depression, especially in young adults. Consistent phone use can cause a chain reaction, affecting one aspect of a user's life and expanding to contaminate the rest. It usually starts with social disorders, which can lead to depression and stress and ultimately affect lifestyle habits such as sleeping right and eating right [2].

In the present study, data analysis was done for 144 participants. Most of the nursing students 75 (52.1%) were in the age group of 18-20, majority 111 (77.8%) of them belonged to Hindu religion, 37 (25.69%) of them were studying B.Sc(N) IV year, most of them 98 (68.05%) were staying in hostel. Majority 89 (61.81%) of them were having net connection (Table 1).

Table 1: Demographic variables of nursing students N=144

S. no	Demographic variables		n	%
1	Age	a) 18-20	75	52.08
		b) 21-23	69	47.91
		c) >23	-	-
2	Religion	a) Hindu	111	77.08
		b) Christian	28	19.44
		c) Muslim	5	3.47
3	Year of studying	a) First year	36	25
		b) Second year	35	24.30
		c) Third year	36	25
		d) Fourth year	37	25.69
4	Place of stay	a) Home	46	31.94
		b) Hostel	98	68.05
5	Order of birth	a) First	63	43.75
		b) Second	61	42.36
		c) Third	16	11.11
		d) Fourth and above	4	2.77
6	Type of family	a) Nuclear	103	71.52
		b) Joint	41	28.47
7	Residence	a) Urban	48	33.33
		b) Rural	55	38.19
		c) Semi urban	41	28.47
8	Network connection	a) Yes	31	21.52
		b) No	113	78.47
9	Phone is bought by	a) Father	108	75
		b) Mother	10	6.9
		c) Brother or Sister	19	13.19
		d) Self	-	-
		e) Others	7	4.86
10	Reason for getting phone	a) For convenience	32	22.22
		b) Easy access to net	52	36.11
		c) Easy Communication with family and friends	37	25.69
		d) No landline	-	-
		e) Any other	23	15.97

The current study results show that, majority 86(59%) of the nursing students had mild mobile phone dependence 54(38%) had moderate mobile

phone dependence and only 4(3%) had severe mobile phone dependence (Table 2).

Table 2: Assessment of mobile phone dependence among nursing students N=144

S.No	Category	n	%
1	Mild mobile phone dependence	86	59
2	Moderate mobile phone dependence	54	38
3	Severe mobile phone dependence	4	3

The results showed that, there was no association found between the mobile phone dependence among nursing students with their demographic variables

The study was supported by the study done by Ishfaq Ahmed et al on Mobile phone to youngsters: Necessity or addiction. For this purpose questionnaires were used to elicit the responses. University students were selected as population and simple random sampling technique was used. Sample was consisting of 500 students out of which 400 students responded back comprising 80% response rate for this research. Findings of this study revealed that majority respondents are able to have definite priorities between their responsibilities and commitments and their cell phone usage. Very few are those who always exhibit the extreme addictive behaviors and rest is the majority who are not frequently involved in addictive usage patterns. Thus, youngsters use their cell phones under reasonable limits and do not tend towards extreme behaviors leading towards addictive cell phone usage [9].

The present study result was supported by the study done by Hui-Jen Yang and Yun-Long Lay conducted a study on Factors Affecting College Student's Mobile Phone Dependence and Anxiety. A valid questionnaire survey of 435 college students in Taiwan found strong support for the research model. In accordance with the research model, usage rate, habit, and dependence have an individually impacted on mobile phone communication anxiety. Usage rate had a direct influence on habit. Usage rate and habit had direct effect on mobile phone dependence, respectively. Implications of these findings are discussed for educators, researchers and telecommunication practitioners [10].

Conclusion

The current study findings showed that, majority 59% of nursing students had mild mobile

dependence, 38% of them had moderate mobile phone dependence and only 3% of them had severe mobile dependence. Mobile phone dependence has been found to be an emerging public health problem. There is need to identify it early so as to generate adequate awareness and plan educational interventions. Precautionary measures are needed to prevent unnecessary excessive exposure to mobile phones.

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Social Interaction and Young People's Transition to Higher Education in Varanasi District

Kumar Brajesh

Abstract

Education is a primary source of socialisation and improving the future opportunity of work for young people. But the transition from school to higher education is not smooth for many young people in India. Young people from less economically privileged families face a considerable challenge. Social interaction and interpersonal relations play a vital role in the transition to higher education. The objective of this paper is to examine the socio-economic correlates of difficulty faced by young people in social interaction and its effect in making the transition to higher education in Varanasi district of Uttar Pradesh. The study is based on a representative sample of 351 young people from eight urban residential colonies in Varanasi South assembly constituency of Varanasi district. Descriptive and inferential statistical techniques are used to analyse the data. The results indicate that social interaction varies according to gender, caste group, socio-economic status and parental involvement. In general resources inherent in the form of social relation with teachers, peers, office staff and parents are essential for developing good interpersonal relationships in the institute of higher education. But these resources are not evenly distributed throughout gender, caste and class, and this largely accounts for the marginalisation of women, Dalit youth and youth belonging to lower socio-economic status.

Keywords: Higher Education; Social Interaction; Transition; Young People.

Introduction

Education has a great impact on young people's life; they are primarily produced inside the education system. It is a significant aspect of socialisation of youth and a valuable tool for improving the future opportunity of work. In the changing global scenario, importance of higher education in the creation of knowledge-based society assumes special significance. There is little doubt that higher education is one of the most important indicators of future labour market success and therefore one of the most critical avenues for reducing persistent societal income inequalities (Dickert-Conlin & Rubenstein, 2007). The government in India has also decided to

expand higher education and several steps have been taken. Last two decades have seen a massive expansion of higher education in India. The mushrooming of private colleges and universities in urban and semi-urban India is a visible change in the system of higher education in India (Chalam, 2011). But young people face a lot of difficulty in transition to higher education. Higher education has, in fact, become one of the sources of production and reproduction of inequality in India.

The transition from school to higher education is not smooth for many young people in India. Young people from less economically privileged families face a considerable challenge. While education is available under the rubric of equal opportunity, social origin continues to shape higher education. The state has failed to produce and manage policies that discriminate against lower castes and impede access to quality education (Ovichegan, 2015). Higher castes have deliberately prevented the lower castes from rising to the cultural level of higher castes (Ambedkar, 2013). The control by higher castes of Indian educational structure is predominantly responsible

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for the underdevelopment of Dalits in terms of education (Chalam, 2007a). Many young women, Dalits and youth from lower SES are first-generation students and they expect that higher education will translate into opportunities that will allow them to cross the boundaries of class, race and geography into a place of greater economic stability (Jehangir, 2010) collectively. But they are trapped between the exclusionary environment in higher education and expectations of self and parents. They fail to establish smooth social interaction with teachers, peers and other office staff in the institution of higher education. These first-generation students experience isolation and marginalisation both on campus and in the classroom (Jehangir, 2010; Ward et.al., 2012). For them, transition to higher education is not smooth. The first major challenge for them is interaction with teachers, peers and others.

In this context, the objective of this paper is to examine the socio-economic correlates of difficulty faced by young people in social interaction and its effect in making the transition to higher education in Varanasi district. Although a lot of research have been done in developed countries on this topic, very little studies have been done in the Indian setting. Findings are expected to fill a significant gap in existing knowledge about a poorly researched theme of young people's social interaction in institutions of higher education in the Indian context.

Methodology

The field survey for the study was conducted in a representative sample drawn from eight urban residential colonies in Varanasi South assembly constituency of Varanasi district in Uttar Pradesh. In each residential colony, 50 households were selected by systematic random sampling. Within each selected household only one respondent pursuing higher education through regular mode has been chosen for the interview. If more than one respondent was found in the household, one was selected randomly. In case no respondent was pursuing higher education through regular mode than next household has been chosen. Field work was undertaken in October and November 2011. A total of 400 young people were approached, of whom 351 were successfully interviewed with a response rate of 87.75 percent. The interview schedule contained questions on background characteristics such as income, occupation and education of father, parental interaction, and difficulty faced by young people in social interaction in higher education and so on. A

total of 351 respondents constitutes sample used in this paper which includes 161 young women and 190 young men. As the sample is representative of eight residential colonies, the results are generalised to these residential colonies only but it may reflect the situation of young people in any other urban neighbourhood in India.

Variables

Difficulty in social interaction is a dependent variable. It is measured by the experiences of young people's interaction in class, interaction with teachers, staff and other students in the campus. Specifically, young people were asked whether they face difficulty in attending class, whether they face difficulty in interacting with teachers, whether they face difficulty in approaching office staff, and whether they face difficulty in mixing with other students in the campus. The level of difficulty in social interaction is measured by the number of affirmative responses to these four statements. Hence, the measure ranges from zero to four; more the measure more the difficulty in social interaction. Zero means no difficulty in social interaction while four means maximum difficulty in social interaction. So greater the measure greater the level of difficulty faced by students in social interaction in institutions of higher education.

To identify factors correlated with dependent variable described above four independent variables have been considered. These are gender, caste group, socio-economic status (SES) and parental involvement. Gender takes on two values – women and men. As there is no tribal respondent in the sample, caste group takes three values – Forward caste, Other Backward Castes (OBC) and Dalits. Similarly, SES of youth is determined through the establishment of socio-economic background indicators based on three variables: educational level of the father, occupation of father and per capita household income and it takes on three values – lower, middle and upper SES.

A series of four items are used here to measure the extent of parental involvement. These four items are: How often do you discuss choice of courses with your parent(s)? How often do you talk about grades/ marks with your parent(s)? How often do you discuss job prospects with your parent(s)? How often do you discuss troubling things in your life with your parent(s)? The five options for answering these items are coded as (1) almost never, (2) seldom, (3) sometimes, (4) often and (5) almost always. The composite score on these four items gives the extent of parental involvement which range from four to 20;

larger the measure more the extent of parental involvement in young people's life.

Analysis

Descriptive and inferential statistical techniques are used to analyse the data. Descriptive data give comparative figures of respondents along key social, economic and demographic variables such as age, gender, caste, SES, parental involvement and difficulty in social interaction. Frequency (Freq) distribution is used for categorical variables while mean (M) and standard deviation (SD) are used for interval level data. Multiple linear regressions are used to identify factors correlated with the level of difficulty faced by young people in social interaction in higher education. Significance level (p-value) is set at 0.05.

Results

Descriptive statistics of the sample of 351 young people on selected variables of interest are presented in Table 1. The mean age of respondents comes out to be 21.79 years. This means that the paper deals with a relatively young population in Varanasi district. The mean level of difficulty faced by young people in social interaction in institutions of higher learning comes out to be 1.25 with a standard deviation of 1.36. Similarly, mean level of parental involvement comes out to be 15.73 with a standard deviation of 1.83. Frequency distribution according to gender, caste group and SES is also shown in the Table 1.

Table 1: Description of young people on the variables of interest (N = 351)

Variables	Freq/ M	SD
Difficulty faced in social interaction	1.25	1.36
Age (in years)		
Gender	21.79	1.99
Women		
Men	161	
Caste group	190	
Forward group		
OBC	255	
SC	59	
SES	37	
Lower	61	
Middle	196	
Upper	94	
Parental Involvement	15.73	1.83

The bivariate statistical analysis is also conducted to find the influence of gender, social group and SES on the difficulty in social interaction. The results are shown in Table 2. t test is performed to assess the effect of gender on social interaction. The result indicates that there is significant difference between difficulty faced by women (M = 1.61, SD = 1.40) and men (M = 0.95, SD = 1.25); $t(349) = 4.63$, $p = 0.00$.

Similarly, one-way ANOVA is also performed to see the influence of social group and SES on social interaction. It is found that there is a statistically significant difference at $p < 0.05$ level in difficulty in social interaction faced by young people belonging to forward caste (M = 0.98, SD = 1.28), OBC (M = 1.73, SD = 1.31) and Dalit (M = 2.40, SD = 1.21); $F(2,348) = 25.19$, $p = 0.00$.

Table 2: t-test and one-way ANOVA showing the influence of gender, caste group and SES on difficulty in social interaction

Variables	M	SD	t/ F Value	p-Value
Gender				
Women	1.61	1.40	4.63	0.00
Men	0.95	1.25		
Caste group				
Forward group	0.98	1.28	25.19	0.00
OBC	1.73	1.31		
SC	2.40	1.21		
SES				
Lower	3.02	0.94	160.36	0.00
Middle	1.25	1.19		
Upper	0.12	0.32		

Results further shows that there is a statistically significant difference at $p < 0.05$ in difficulty in social interaction faced by young people belonging to lower SES ($M = 3.02$, $SD = 0.94$), middle SES ($M = 1.25$, $SD = 1.19$) and upper SES ($M = 0.12$, $SD = 0.32$); $F(2,348) = 160.36$, $p = 0.00$. So Dalits and OBC face more difficulty in social interaction as compared to forward caste youth. Similarly youth belonging to lower SES face more difficulty in social interaction as compared to middle and upper SES youth.

Pearson correlation coefficient is also conducted

to find the association between parental involvement and difficulty in social interaction. The correlation coefficient comes out to be -0.63 which is significant at 0.01 level of significance and shows that there is a strong negative correlation between parental involvement and difficulty faced in social interaction. This means that parental involvement in young people's life reduces the difficulty in social interaction. This means that more the parental involvement, less the difficulty faced by young people in social interaction.

Table 3: Results of multiple regression analysis showing correlates of difficulty in social interaction in institutions of higher education

Variables	B	SE	p-Value
Gender (ref. Women)	-0.62	0.09	0.00
Caste group (ref. Dalits)			
Forward group	-1.06	0.15	0.00
OBC	-0.60	0.17	0.00
SES (ref. Lower)			
Middle	-1.52	0.12	0.00
Upper	-2.10	0.16	0.00
Parental Involvement	-0.21	0.03	0.00

Note: Adjusted $R^2 = 0.667$ ($N = 351$)

Results of multiple linear regressions assessing the correlates of difficulty faced by young people in social interaction in institutions of higher education are presented in Table 3. The p values are less than 0.05 for all four variables of interest. Gender and caste group are ascriptive factors that are found to be associated with difficulty in social interaction. Young men are less likely to face difficulty in social interaction than women (regression coefficient = -0.62). As far as caste group is considered both OBC, as well as forward castes, are less likely to face difficulty in social interaction in comparison to Dalits (regression coefficients of -0.60 for OBCs and -1.06 for forward castes). Family background or SES is also significantly associated with difficulty in social interaction. Middle SES youth, as well as upper SES youth, are far less likely to face difficulty in social interaction in comparison to lower SES youth (regression coefficients of -1.52 for middle SES and -2.10 for upper SES youth). As far as parental involvement is concerned, it is negatively correlated with difficulty in social interaction (regression coefficient of -0.21). This means that as the parental involvement in young people's life increases their difficulty in social interaction decreases. All these four variables explain about 66.7 percent variance in difficulty in social interaction in institutions of higher education.

Discussion

The findings of this study are similar to studies of

young people in other settings. These studies have also reported that young people belonging to upper class easily establish interpersonal relations with teachers, peers and others at the institution. They involve themselves in an informal discussion with peers about the topic taught in class. They also gain in their critical thinking skills and a variety of other learning outcomes (Gurin et al., 2002). Theoretically, Gurin et al. (2002) advocate that complex social structures can produce opportunities for interpersonal contact that change the way young people think and behave. Complex social structure gives students a chance to interact with unfamiliar people and encounters people who hold different expectations. Complex social structures have more potential to enhance educational outcomes if students use 'active thinking' or what Langer (1978) calls conscious mode of thought (Langer, 2011). This study confirms that benefits of complex structures go to privileged youth. These privileged youth either come from forward castes and upper class. These young people develop a good interpersonal relation with teachers, peers and other people in the institution of higher learning. In this process of interaction, they acquire new ideas and ways of processing information useful for their academic and future career. They develop faith and belief in their capabilities to manage and accomplish the courses of action required to make a smooth transition to higher education.

Still there is a section of young people, particularly of lower socio-economic status, who face a lot of

difficulty in higher education and get marginalised. There are various reasons for the marginalisation of poor young people in higher educational institutions. Some of them don't enjoy the education because of their exclusion from active participation in classroom activities and beyond. This finding is similar to (Bernstein, 1977) who concluded that working class family life fosters the development of restricted codes which further translate into the educational vulnerability of poor youth. Since speech is an important medium of communication and learning, educational success may be related to differences in speech patterns. In general young people from poor families are limited to restricted codes. Such young people have an inbuilt barrier to learning in school and colleges. Their style departs from that of the youth from upper SES. Teachers also adopt an elite pedagogy much to the disadvantage of young people from lower SES, who fails to grasp the meanings embedded in teacher's grammar and accent.

Poor young people also face inadequate support and motivation from peers. Most of them hesitate to interact with peers from upper SES. Young people from lower SES appear to be more vulnerable in higher education. Although these youth and their families perceive educational attainments as the primary means of social mobility, yet they lag behind in educational attainment. Due to lack of self-efficacy, these youth miss the complex social environment that exists at more prestigious institutions. They learn little from their experience which limits their career prospects. Low SES youth also has limited access to counsellors. Low level of parental support, negative campus experience, inadequate personal resources and reduced access to support system are some of the reasons that poor youth get marginalised in higher education. They develop low expectations from education and their transition to higher education is not smooth.

Gender is also an important factor that influences social interaction in institutions of higher education. During the last couple of decades, Varanasi experienced an impressive growth of women participation in secondary education and higher education. Although more and more women are entering in different streams of education, yet they face a lot of problems in social interaction at the educational institute, which put them at a disadvantageous position as compared to men. Some studies have indicated that informal interaction is problematic for females because of lack of critical mass in some streams of education (Gupta, 2007). Other studies have pointed out that a low number of women leads to 'heightened visibility' (Kanter, 1977). The

findings of this study also confirm that women face more difficulty in social interaction in campuses of institutions of higher learning. Women prefer to restrict their space of interaction for the sake of etiquette. Informal interaction with teachers is considered significant as it affects the level of mentoring. But young women only interact formally with teachers for their academic work. Their interaction with office staff and others is also limited. All this put young women in a disadvantageous position at the educational institute. They bear the consequences of maintaining decorum and the disadvantage of gender segregation (Gupta, 2007). Gender stereotyping still operate to segregate and restrict social interaction among young women.

As far as parental involvement is concerned, some studies have confirmed the significant effect of parental involvement on developing interpersonal relations at the institution of higher learning (Park & Palardy, 2004; Kumar, 2012). Findings of this study also lend support to this assertion. Parent's personal involvement in their children's education has a much stronger effect on social interaction on the campus of institutions of higher education. Such parents always ensure that best possible facility is available to their children. It represents a positive parental attitude toward knowledge and learning. Those young people who develop better interaction with parents also interact smoothly with teachers, peers and others and this help them to make a smooth transition to higher education. Better interaction results in better interpersonal relations which further give rise to a network that provides resources (Portes, 1998) for use in making a smooth transition to higher education. But these resources which are inherent in social relations and which get strengthen through social interaction is unequally distributed throughout gender, caste, class and this accounts for inability among women, Dalits and poor youth to make a smooth transition to higher education.

Conclusion

Social interaction and interpersonal relations play a vital role in transition to higher education. But social interaction varies according to gender, caste group, SES and parental involvement. Gender stereotype restricts the space of social interaction for women in institutions of higher education. In general resources inherent in the form of social relation with teachers, peers, office staff and parents are important for developing good interpersonal relations in institute of higher education. But these resources are not evenly

distributed throughout gender, caste and class, and this largely accounts for the marginalization of women, Dalit youth and youth belonging to lower SES.

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An Empirical Study of Human Resource Development Practices in Tourism Industry: A Study on the Employees' Perception in Hotel Industry in Odisha

Gruhalaxmi Panda

Abstract

Orissa is a state in the eastern India which has been heavily concentrating its developmental efforts at the tourism industry in general and the hotel sector. However, the results do not substantiate the quantum of efforts for which many reasons have been proposed. A key contention made by critics is that these efforts were lopsided in that they gave undue importance to the marketing function and totally neglected complementary aspects like HRD. Hotel sector has of late realized this as a real lacuna that needs to be corrected immediately. Most classified hotels have been quick to set up active HRD wings to look into vital HRD practices such as manpower planning, training and competency development, performance appraisal, career planning, compensation packages, employee relationship management, and so on. Utmost stress has been given to employee training and development programs as part of their HRD policy by most star hotels. Yet, it has been observed by many that a vast majority of the employees are not found to be serious about the HRD initiatives, especially the various professional training options aimed at them. The present study rejects this observation and reveals that hotel employees do appreciate the fact that there is a positive association between professional training and their chances of promotion. They also understand that their professional training can help promote the organizational effectiveness as well. However, this understanding is proven to be stronger in the case of employees working in the higher star category hotels than those working in the lower star category hotels. But, no significant relationship existed between the level of professional training undergone by an employee and his or her perception about the benefits of professional training. In addition to these findings, the study presents a compendium of expert voices on HRD in tourism and attempts to offer some vital remedial measures for the effective implementation of HRD practices in the hotel sector. The authors present these matters only after providing a rich contextual familiarity about HRD practices in tourism as practiced in Orissa is an added benefit for the discerning readers.

Keywords: Human Resource Development; Capabilities; Productivity; Training and Development; Personnel, Promotion.

Introduction

Tourism is a multifaceted industry with numerous job opportunities for skilled, unskilled and semi-skilled people in the host country. Tourism industry is major employer of skilled labor and also provides much scope for unskilled and semi skilled

employment. Accommodation sector has always been given considerable emphasis since it satisfies the needs of tourists by providing quality and personalized services, and tourists to allocate a major portion of their holiday budget in expectation of the committed service.

Human resource is considered as the epicenter of the accommodation sector because it could potentially create a radiant image for timely and homely services or can even mar the entire holiday experience. Accommodation sector underlines the manifold roles of employees working in different capacities in the front office, housekeeping and food & beverages wings

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to render quality and premium service to the guests, whereby hotels can have unique sources of competitive advantage. In sum, human resource development is highly essential for the players in the accommodation sector to meet the challenges of the competitive world.

Indian tourism industry has expanded rapidly over the past few years and is well poised to grow at faster pace in the coming years underpinned by the government support, rising income level and various international sports events. Government of India's 'Incredible India' campaign launched in 2002 has also been quite successful.

The availability of trained manpower is essential to achieve excellence in the tourism industry. At present, there are 21 Institutes of Hotel management and Catering Technology (IHM&CT) and 13 Food Craft Institute in the country. In addition, a good number of accredited institutes also cater to the growing demand in the service sector. It is estimated that only 50 per cent of the requirement of the market is met by these institutes. Five new institutes of hotel management would be set up in the tenth plan- three in the newly created states of Uttaranchal, Jharkhand and Chhattisgarh and two in the northeast. In addition, 15 more Food Craft Institutes will be set up in the tenth plan, and efforts will be made to take culinary crafts and training to the rural areas through mobile training units. A new scheme on capacity building to train service providers in the unorganized sector such as small hotels, dhabas, restaurants and other eating joints is also proposed.

The present study endeavors to accomplish the following objectives: consolidate and present the expert views on the role of HRD practices in the hotel sector; bring to light the significant HRD related problems faced by classified hotels; better understand the perceptions held by hotel employees on certain key HRD practices; propose suggestive measures for the effective implementation of HRD practices.

Human Resource and Tourism Industry

The 1995 International Tourism labor market conference clearly stated that Tourism industry is facing an acute shortage of skilled manpower and there are many obstacles as far as development of Human Resources in tourism industry is concerned, the conference observed that the people working in tourism industry are highly uneducated, unmotivated, unskilled and unproductive; and these are due to the unattractive salaries and working hours. In India also the salaries paid by the tourism

industry are comparatively far less than the salaries paid by the other industries like IT, call centers, retail, banking, insurance, finance, telecom, real estate etc also as tourism sector comprises mostly of small and medium sized enterprises the HR practices are not standardized, lack professional approach, vision, clear career path, secured & long term employment, growth opportunities, learning, development and quality of work life is resulting in high employee dissatisfaction and attrition moreover a poor perceived image of Hospitality & tourism sector and inadequate and inefficient training and education programs are also discouraging the competent people and talented lot to opt the industry as a career option which is resulting in less and poor supply of manpower.

The concept of HRD is as old as human existence. But the concept of HRD, as originated in the classroom discussion, was brought in and popularized by Prof. Leonard Nadler in early 70's in Western context. There was hardly a concept called HRD in Indian industries until early seven-ties. The concept of HRD was launched in Larsen and Turbo in 1975 and subsequently in the State Bank of India and other associated banks under the supervision of two eminent professors and management consultants Prof. T.V Rao and Udai Pareek that was later followed by many other manufacturing and service industries in the subsequent years. In the early eighties, many industries opened up HRD department to keep employees up- dated with the changes through the process of training and development. By mid eighties, almost every second organization in India had started running a HRD department. A new professional body called the National HRD Network took birth in 1985 that could be compared to the Organizational Development (OD) Network in US. The objective of the body is to provide latest knowledge on HRD to both the organization and the employees (Mangaraj, 1997; Swain, 2002).

Human resources are said to be the key to organisational success in the modern era of globalisation. The top management conceptualisation of Human Resource management and development considerably determines customer service, organisational flexibility and realisation of organisational purpose. The success of any organisation in the long run depends very much on the quality and quantity of its human resources. Human resources development aims at developing a variety of competencies of employees and developing a dynamic work culture in the organisation to utilise these competencies and enormously contribute to organisational growth. The main problem of India is

now poverty and unemployment, which strongly affects the quality and quantity of productivity. This is a symbol of the inability and inefficiency of the country to effectively manage its invaluable human resources into useful, viable and valuable resources. Human resource development is an organized learning experience in a definite time period to increase the possibility of improving job performance (and) growth. HRD is a continuous process comprising the functions of acquisition, development, motivation and maintenance of human resource. Efficient utilization of resources is the key to improvement in productivity (Mangaraj, 1999).

HRD in tourism sector requires not just a human touch and service with smile, but human resources in the industry need to be multi-skilled, forward looking in terms of perspective and mindset and embody strategic, creative and systematic thinking. To encourage tourists to stay in hotels, the hotels must meet the guest's expectations of service quality (Nankervis & Debrah, 1995). Tourism industry is undergoing a significant change in the recent years, which requires a systematic human resource management approach. Human resource management in the tourism and hospitality sector in is undergoing rapid change due to the vast use of information technology in this era of globalisation. Human resource development through the education, training and development of employees of all levels is a vital component in maintaining the industry's competitiveness in the international arena, (Baum 1995). The hospitality industry would certainly benefit from the introduction of HRD principles, both "hard" to facilitate more cost-effective deployment of staff and "soft" i.e. to empower those employees, (Anastassova & Purcell, 1995). Tourism sector would require a "need led" rather than a "market led" approach (Frank, 1997).

Human capital is the starting point for all development, the interrelationship between education and training plays a pivotal role in the human resource development in the tourism sector (Doswell, 1994). The hospitality industry needs sophisticated approach to human resource development (Wilson and Worland 1993). Human resource development practices in the tourism sector is in a state of underdevelopment due to the paucity of funds to open new training institution as well as the lack coordination with overseas institutions for advance trainer Programme (Guerrier, 1993, Mahesh, 1993). Technical expertise, high labour mobility, unsociable working hours and lengthy working days can be modified through the better human resource development practices (Vellas & Becherel, 1995).

Nothing is possible without trained and skilled people (Doswell, 1994). Present day trends of actual and potential users of tourism goods and services indicate a clamorous preference for quality experience, requiring higher levels of professional standards in the delivery system (Singh, 1997). The overwhelming success of international and domestic tourism has given rise to a pressing demand for quality professional acumen. Requirements for skilled and efficient human capital pose a serious threat to the future competitiveness of this service industry. Human resource development is of vital importance in as service industry like tourism. People engaged in this trade deal with people and cater to their needs. They are ones who create experience, good or bad, and, therefore, determine the quality of the 'product offer' to the tourists. The present system of training programs suffers from several weaknesses, both in its qualitative and quantitative dimensions. To develop appropriate and suitable manpower in tourism industry in the modern world of consumerism, we need to provide them suitable training in all aspects of HRD.

Tourism education and training involves the communication of knowledge, concepts, and techniques which are specific to the field of tourism. Traditionally, the domain of tourism education has been the encouragement of analytical thinking and the understanding of conceptual issues in order to contribute to the professional and intellectual development of a person. Tourism training, on the other hand, is concerned with delivering practical knowledge, skills and techniques. HRD practices stress the need to generate employees' commitment to qualify, encourage employees to take responsibility to enhance productivity and profitability and to create an environment where employees feel confident to be innovative creative (Chand 2002). Manpower development means tourism development and that is what we want at present (Bharadwaj 2002).

In recent years, human resource development has assumed considerable importance in tourism industry as it has been recognized as contributing overall effectiveness. It is now widely acknowledged that human resources play an important role of the success of the human resources. Organizations need to utilize their human resources effectively to provide high quality service to their customers and to improve productivity and hence profitability. In a labor intensive industry such as hospitality, the effective utilization of human resources can give a hotel a competitive advantage. Hotels must develop human resource practices which will enable them to recruit, select and retain competent employees who can

contribute to the achievement of their objectives (Nankervis & Debrah, 1995). The service quality of the hospitality industry like being apologetic, formal qualification, practical experience, being understanding, being in front, and being genuine (Ross, 1995). Total Quality Management (TQM) has become popular in the hospitality industry (Baldacchin, 1995).

Competencies thus provide the common linking pin which will run through all the HR systems and provide objective data regarding an individual's behavior. Competency based training focus on imparting specific competencies to perform present and future role and identification of competencies. Competency based succession planning identifies the competency requirements for critical roles, assesses to candidate's competencies, and evaluates possible job-person matches. The hotel industry today is a diverse composite of ownership pattern, varying management structures and which offer a variety of services. However the basic product which is the room-nights remains the same (Nath & Raheja, 2001).

The great task and responsibility of Department of Tourism, Govt. of India is to develop and improve the human resource skill and efficiency through providing proper training and guidance (Bhardwaj & Choudhary, 1997). Non-availability of good tourism institutions and the lack of adequate funds are the main obstacles to improve the quality of human resources in the tourism sector of ASEAN countries (Chib, 1989). Up to date training should be given to the fresher and employees to help in improving their expertise and competencies (Negi, 1990). Tourism and hotel management course is of vital importance in developing right kind of manpower which in turn can make better planning and bring required professionalism to tourism and hotel industry, (Bhardwaj 2002). Tourism industry needs educated, well-trained, bright, energetic, multilingual and entrepreneurial skill to manage the tourism business (Rebecca, 1998). Tourism industry not only provides better career advancement but also helping quality of work life (QWL) of its people (Dexter, 1995). The hospitality management education system is a continuous and lifelong process, (Christou, 1999). Three pronged approach to tourism education such as professional education, vocational skills, and entrepreneurial development can meet the need for appropriate tourism education and training due to sudden change in many developing countries (Charlotte & Echter, 1995). Training method and tools in tourism sector are traditional and outdated, (Harris & Cannon, 1995). The conference report on human resource development of (Jafar & Turgut,

1994) devised and put into practice "train the trainer" and "educate the educator" programs. Each company in UK tour operating industry should contemplate the creation of a training package that would be more comprehensive, structured and based on the needs of individual operators at all levels (Collins, et.al. 1994). It is essential for corporate travel managers to educate themselves and their staffs on an ongoing basis by attending seminars, reading the trade press materials and meetings other corporate travel managers (James, 1990). The requirement of skilled and efficient human capital creates a serious threat to the future competitiveness of the Indian tourism industry (Singh, 1997). Capacity control, Safety and Security, Assets and Capital, Technology and New management are the driving forces to change the shape of hospitality industry in India (Olsen et.al. 2001)

Human Resource planning has been extensively practiced in the hotel sector in Orissa. The star categories of hotels do have highly professional HRD managers. A constant effort has been made to maintain the human resource inventory for its optimum utilization. During past, hotels were using the manual method of maintaining inventory, which off late has been changed to system driven computerized inventorying (Swain, 2002).

To flash upon some suggestions and views of authors, Bezbaruah (2000) has strongly recommended a comprehensive human resource development programme that should be developed to give orientation to the employees on a continuous basis. Tourism institutes should conduct training programme in order to have trained and qualified human resources to work efficiently in tourism industry (Menon, 1999). Gunn (1998) Educational administrators to prepare a model curriculum for the enhancement of skill of the manpower of tourism industry should incorporate written and oral communication, inter personal relations, micro computer literacy. Investment should be made available to develop educational and training infrastructure to face future challenges and major opportunities in the tourism sector of India (Bagri, 1999). Training and development is a vital part of tourism industry and institutes have to act as pivotal crusaders in bringing about changes in Orissa tourism (Lenka, 1998; Dash, 2000). There is a need to attract adequate private investment in the field of tourism.

The review of past literature has reflected the multifaceted function of human resource development in the hospitality industry. It requires proper strategic planning to acquire, motivate, retain, and enhance

performance, loyalty, commitment and human touch. Many authors have laid emphasis on training and development that have substantial role to tune the employees with latest changes and development in the accommodation sector. Since, training is an important sub system of HRD that has already been incorporated in organizational policy and planning. Therefore, Training is considered as an inseparable function of HRD activity. Human resource is a key element to spearhead the progress of accommodation sector business. Hotels do conduct the need based training pro- gram in collaboration with professional institutes for the noble cause of effective utilization of human resources. Authors like Singh (1997), Nankervis (1995), Bagri (1998) and Nankervis (1995) have strongly viewed for human resource development through training and development in tourism industry. Lenka (1998), Dash (2000) and Swain (2002) have stated about the human resource practices in various sectors of tourism industry in Orissa. All the above authors have argued for optimum utilization human resources in tourism industry. The interrelationship between education and training is the pivotal element of human resource development in accommodation sector. Therefore hospitality industry can attain higher productivity through an efficient and effective HRD system. Classified star hotels in Orissa have espoused the HRD wings to go ahead in conducting the innovative and need based in- house and out- house training program in the active association with the professional institutes and the trade partners.

Growth of Classified Hotels in Orissa

Orissa offers not only nature in all its glory with its expansive sea beaches, verdant green forests, lofty mountains, variegated wild life and tribal life, but also its great tradition of architecture, monuments and sculptures (Sahoo, 1996). In order to meet the growing demand of tourists for accommodation, Government of Orissa accorded industrial status to the hotel sector for the first time in the country so as to attract investors to increase the capacity of hotel rooms and beds at tourist centers in 1980. The importance of hotel industry for creating different categories of employment was duly endorsed and government provided land and financial support for the hoteliers like Oberoi, Taj, Swosti, Prachi group of hotels and other entrepreneurs to build all categories of hotel in the state.

While looking into the position of accommodation sector in 1980, 188 hotels with capacity of 3202 rooms and 6265 beds were catering to demand of the domestic and foreign tourists. The industrial status to the hotel sector has brought about a considerable development in augmenting the number of hotels, their room and bed capacities. The number of hotels has increased almost 4 times in 2003. With the gap of twenty-one years the number has been increased to 817 hotels with 16861 rooms and 31,922 beds. The growth of hotels has definitely generated employment in Orissa (Statistical Bulletin 2003). In view of the growing importance of tourism in classified hotels in Orissa, it is absolutely essential to develop efficient human resource development practices that are

Table 1: Classified Hotels in Orissa.

Sl. No	Name of the Hotel	Location	Category	No. of Rooms	No. of Beds
1.	The Oberoi	Bhubaneswar	*****Del.	64	128
2.	Sishmo	Bhubaneswar	****	72	144
3.	Swosti	Bhubaneswar	****	60	120
4.	Kalinga Ashok	Bhubaneswar	***	64	128
5.	Keshari	Bhubaneswar	***	56	112
6.	Marrion	Bhubaneswar	**	60	120
7.	Mayfair Lagoon	Bhubaneswar	***	32	64
8.	Swosti Plaza	Bhubaneswar	***	66	132
9.	Tosali sands & Resorts	Puri	****	104	208
10.	Mayfair Beach Resort	Puri	***	34	68
11.	Prasanti	Anugul	**	44	88
12.	Dwaraka Resort	Cuttack	**	37	74
13.	Maury Residency	Rourkela	***	22	44
14.	Deepthi	Rourkela	***	29	58
15.	Mayfair	Rourkela	***	40	80
16.	Radhika	Rourkela	***	117	234
17.	Hello Jeypore	Jeypore	**	21	42
18.	Palm Beach Oberoi	Gopalpur	**	18	36
19.	S.E Railway Hotel	Puri	**	26	52
20.	Ganapati	Baragrah	*	32	64
Total			21	1038	2078

Source: Official Record, Government of Orissa Department of Tourism

capable of providing excellent quality of services.

The study about the HRD practices in the classified hotels has a proportionate relation with the availability of number of star hotels and their room and bed capacities that reflect on the need of manpower inventory, training and development for employees. These classified hotels play a crucial role in maintaining adequate facilities and amenities and aim at providing quality services to guests. The classification committee has categorized 20 star hotels during 2010. While looking into the different category star hotels, there are 1 five star, 3 four star, 10 three star, 6 two star and 1 one star category of hotels respectively located in 8 major cities of the state. The name of the hotel, location, star category, room, and bed capacity are displayed in Table 1.

Training and Development in the Hotel Sector

Training is a key to enhance capability and efficiency in the communication, skill development, and managerial ability of employees. The training program in the hotel management committed to specific training needs have focused simple, practical, and designed to produce results within a reasonable time and a reasonable cost. Tourism training is concerned with discovering practical knowledge, skills and techniques. Frontline or operational employees used to be given opportunity to undergo training that is extended to all categories of employees due to specialized nature of the work. The training program for the jobs in the tourism sector should lay emphasis on financial management, human relations, and decision making, quantitative analysis, computer programming, economics, market analysis, finance, cost accounting, personnel management, business, law, food processing.

The foremost objective of HRD department of all classified star hotels is to identify the training needs of employees and try to organise in house training or outside training programmes for them. Due to the frequent change in technology, behavior, traits, perception of clients, it is mandatory to keep employees updated with the changes. It is the employee who encounters the clients not the management. Sometimes, big star hotels have their own training house to conduct various types of training for the managers, supervisors and workmen to organise training in collaboration with some institutes, hotels or any professional associations. The Hotel Oberoi in Bhubaneswar regularly sends staffs for taking training to the Hotel Management Institutes in Bhubaneswar or to The Oberoi Group of Hotel Management Institutes in Delhi. The Mayfair Group

of Hotels and The Tosali Group of Hotels organise training programs inside the hotel for workmen and supervisory level of employees by inviting experts from the trade and other branches of their hotels.

It is felt that training is compulsory for each category of employees in the hotel so as to improve efficiency and educate the employees regarding the current development in the trade. Chefs, staffs from front office, accounts, HRD and F&B are sent for regular training. Other small and medium hotels in Orissa send their employees hardly for undergoing training. The cost of the training is borne by the organization and hotels in Orissa. As non-star categories of hotels are more than the star hotels and major numbers of workers are employed in those hotels. Therefore, it is very important to set up and activate the HRD department in those hotels to activate the training programmes required by the employees from time to time. The period of training varies from star hotel employees to non-star hotel employees. Mostly the period of training is restricted within one month in case of non-executives but in case of managerial staffs it is hardly a weeklong (Swain, 2002).

Research Hypotheses

In continuation with the preceding discussion, changing human resource development practices in the Orissa hotel sector has opened up a lot of avenues for theoretical investigations. While the industry sponsored marketing researchers restricted themselves to problems at the firm level or to those concerns that are of immediate consequence to their clients, academic researchers, who were to provide the most needed critical reflection upon any developmental initiative, have been by and large blasé to everything. For instance, whether it is because the employees have not positively taken the HRD practices that these practices could not be of much use as expected is an interesting question that has received only armchair attention thus far. Service failures are certain if an HRD practice like professional training cannot shape the employees to live up to the expectations of customers lured by the marketer. In this regard, from our previous exploratory studies (Swain, 2002) and from the review of literature presented above, the present chapter proposes to test the following hypotheses:

H1: Employees perceive that there is a positive association between professional training and organizational effectiveness.

H2: Employees perceive that there is a positive association between professional training and employee promotion.

H3: Employees who have undergone more professional training have more positive perception about the benefits of professional training than their counterparts.

H4: Employees of high star category hotels perceive that there is a positive association between professional training and promotion than employees of low star category hotels.

Material and Methods

The survey instrument, inter alia, had statements rated on a semantic differential scale to extract employee perceptions about the need for professional training, benefits from professional training, and training's relationship with promotion and organizational effectiveness. Another question was about the star category status of the hotel in which the respondent had been employed. In addition, each respondent was asked to furnish the number of months of professional training undergone by him so far. Data for the current study were collected between May 2010 and July 2011 which happens to be the lean season for hotels. The objective of selecting this period was to seek pinpointed answers from employees as they would not be mostly engrossed with heavy work during this period. A sample for the study was drawn using the convenience cum judgmental sampling method. The sample size was initially determined to be 90 and a group of graduate students in tourism was engaged to get the questionnaire filled from the employees. One week time was given to the respondents to provide their opinion. Eventually, 65 filled-in questionnaires were returned, representing a response rate of 72%. The rates of percent- age of used questionnaires are high due to considerable interest of employees to know about the HRD practices in their own organization and other organizations as a whole.

Data Analysis

Positive Association between Professional Training and Organizational Effectiveness

The data collected was analyzed using the SPSS data analysis package. Regression analysis was performed upon the dataset to see the association between professional training and organizational effectiveness as perceived by the employees. The results given in the following tables (Table 2 and 4) indicate that even as a pessimistic estimate, 29% of the variance in organizational effectiveness is predicted by professional training ($p < 0.01$). However, the high residual sum of squares means that there are some more important additional factors that have to be brought in for explaining a major proportion of the variation. At the same time, a moderately high value of 't' ($=5.20$, $p < 0.01$) corresponding to professional training says that it is still a very useful predictor. Thus, the hypothesis that employees perceive that there is a positive association between professional training and organizational effectiveness is supported.

Positive Association between Professional Training and Employee Promotion

The same data analytical procedure detailed above was adopted to test the hypothesis that employees perceive that there is a positive association between professional training and employee pro motion, too. A glance at the output tables of the analysis presented below (Table 5 to 7) indicate that professional training predicts promotion better than it predicts organizational effectiveness. In other words, employees perceive that their professional training can fetch those more personal benefits (i.e., promotion) than collective benefits (i.e., organizational effectiveness). What is interesting is the synergy that employees find in pursuing a personal goal and an organizational goal: even though they may, as

Table 2: Model summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	.300	.289	1.08952

a. Predictors: (Constant), training

b. Dependent Variable: organizational effectiveness

Table 3: ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.078	1	32.078	27.023	.000 ^a
Residual	74.784	63	1.187		
Total	106.862	64			

a. Predictors: (Constant), training

b. Dependent Variable: organizational effectiveness

Table 4: Coefficients S^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.376	.332	.548	4.143	.000
Training	.526	.101		5.198	.000

a. Dependent Variable: organizational effectiveness

individuals, gain more than the organization which they serve, both are still gainers. This is in line with the Adam Smithian philosophy of maximizing collective benefits by allowing individuals to pursue their self-interests.

Positive Perception about the Benefits of Professional Training than their Counterparts

The output tables (Table 8 to 10) indicate that the hypothesis that employees who have undergone more professional training have a better perception about

the benefits of professional training than their counterparts cannot be supported. Even though we are not in a position to prove its alternative, the rejection of this hypothesis is a sufficient implication of an increasing pessimism among employees about the benefits of training when they are trained more and more. Given the findings for the previous hypothesis, it is not something wholly unexpected: employees know that professional training is more a means to help themselves than helping the organization and it is natural that this perception is

Table 5: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.614 ^a	.377	.367	.96318

a. Predictors: (Constant), Training

Table 6: ANOVA ^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	35.308	1	35.308		
Residual	58.446	63	.928	38.059	.000 ^a
Total	93.754	64			

a. Predictors: (Constant), Training

b. Dependent Variable: Promotion

Table 7: Coefficient S^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.328	.317		4.189	.000
training	.580	.094	.614	6.169	.000

a. Dependent Variable: promotion

reinforced with increasing levels of training and the associated increase in personal benefits like promotion. It may also be that professional training has become a mere ritual and that it is generally accepted as good since "it is the way things used to be here".

Positive Association between Professional Training and Promotion than Employees of Low Star Category Hotels

A one-way ANOVA test has been run to test the hypothesis that employees of high star category hotels

perceive that there is a positive association between professional training and promotion than employees of low star category hotels. The effect of star category status is the typical moderator effect. To find the significance of moderation, the star category status of the hotel in which the employee worked has been classified in to 1 (<3 star), 2 (=3 star), 3 (>3 star) and this became the factor variable in the ANOVA model. The model (see output table 5) implies that there is a significant difference in the perception of employees working in different star categories of hotels with regard to the influence of professional training upon

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.055 ^a	.003	-.013	1.15968

a. Predictors: (Constant), Undergone Training

Table 9: ANOV A^b

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.259	1	.259		
Residual	84.726	63	1.345	.192	.663 ^a
Total	84.985	64			

a. Predictors: (Constant), Undergone Training

b. Dependent Variable: Perception about the Benefits of Professional Training

Table 10: Coefficient S^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	2.858	.323		8.840	.000
Undergone Training	.044	.100	.055	.439	.663

a. Dependent Variable: Perception about the Benefits of Professional Training

promotion ($p < 0.01$). However, this only says that at least one the groups differ from the rest. To supplement this, a post-hoc contrast test has been performed: the contrast became significant only between "less than 3 star" and "more than 3 star" groups ($p < 0.05$). This could be due to the face that "3 star" is a transition region whose variation is in some way the partial variation in the other two groups. To further appreciate the situation, the data file was split into three independent files in terms of the star category ($<$, $=$, $>$ 3 star) and Pearson's coefficients of correlation between training and promotion were calculated for each. In each of these, the coefficients were significant and were as follows: for $<$ 3 star=0.45; for 3 stars=0.59; and, for $>$ 3 star=0.71, all at $p < 0.05$. Thus, the hypothesis is convincingly supported.

Result and Discussion

Orissa is the first state to accord industrial status to hotel in 1980, and consequently the accommodation sector has found top place in all industrial and tourism policies over the periods. Huge investment is required to be mustered to build a star hotel. To maintain the property as per hotel and restaurant classification committee norms and standards is a gigantic challenge. Hoteliers do face crunch of managing the resource in the infancy stage due to low market share and lack of visibility.

An elaborate discussion is essential to understand the HRD practices and their impacts upon the employee's performance in the star hotels in the due

Table 11: ANOVA

Training	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	74.335	2	37.168		
Within Groups Total	30.681	62	.495	75.109	.000
	105.016	64			

course of time. In the present chapter, an attempt has been made to uncover the prevailing human resource practices through the review of literature and our own original research. It is inferred from the analysis that employees in the surveyed star hotels are in general benefited with the ongoing training practices conducted with the assistance of professional training institutes like IHM, Bhubaneswar. This institute is rendering industry oriented training programmes based on contemporary needs for improving the quality of human resources in the hospitality industry. Hotels have also acknowledged the positive impacts of training for their employees

with the intention of meeting the human resource challenges in the foreseeable future. As it is demonstrated in the hypothesis testing on the perceptions of employees about the training programme, it is understood that employees at present working in the star hotels in Orissa have perceived the usefulness of the training in their work culture.

The present study reveals that hotel employees do appreciate the fact that there is a positive association between professional training and their chances of promotion. They also understand that their professional training can help promote the organizational effectiveness as well. However, this

understanding is proven to be stronger in the case of employees working in the higher star category hotels than those working in the lower star category hotels. But, no significant relationship existed between the level of professional training undergone by an employee and his or her perception about the benefits of professional training. However, the employees who have already undergone professional training have got a more balanced and realistic view than those who are waiting to take the training. The study has also found out the diverse roles of employees working in various departments like front office, housekeeping, food and beverage, horticulture and accounts and administration to popularize the name and fame of the hotels by delivering outstanding services to the guests.

While the present research implies qualitative HRD improvements as a result of employee training, this should not be interpreted as a perennial mouthpiece for the current system of professional education and training. Any training system should be dynamic and self-evolutionary with the changes in the macro-environment, and this article is concluded with this note.

Conclusion

Tourism is a human experience, a social experience, a geographical phenomenon, a resource value, and a business industry. It is a major social phenomenon of the modern society with enormous economic consequences. Its importance as an instrument for economic development and employment generation, particularly in remote and backward areas, has now been well recognized the world over. The industry today is globally recognized as a major economic contributor and employment generator. The investment flows into this field are constantly on the increase. The tourism industry faced with various challenges in the field of human resources, one of the crucial issues in this regard is the quality of manpower. The industry is vitally faced with the demand for qualified quality personnel.

Today, human resource planning is considered as the way management comes to grasp the ill defined and tough-to-solve human resource problems facing an organization. The role of HR manager is very crucial in selecting and recruiting the right kind of people who can be an asset for the tourism sector. The training and development plans are aimed at developing talents to perform effectively in the present and future higher levels on more challenging work situations. The success of an organization depends

on its ability to affect continuous improvement and provide quality products and services to its customer. This will require every personnel in the organization to possess the requisite knowledge, skill and attitude. For the purpose of determining training requirements, two levels of supervision could be identified. Each level of supervision should have a curriculum that addresses competencies required at that level.

Work can be a significant source of satisfaction if opportunities are provided for the recognition and meeting of employee's needs. Rewards for an employee including both monetary compensation and non-monetary recognition must meet his basic needs and conform to the three parameters of external equity, internal equity and individual equity. Organizational culture is extremely important to create an environment of respect for each other build team spirit, provide enlightened leadership and capable supervision, and show that employees are wanted.

The developing countries must first develop the human resources in order to develop the Tourism institutional structure in which technological innovation can occur on a large scale. Economic development can succeed only when the environment as a whole is conducive to change and innovation at all levels and on all fronts especially in Tourism Industry. This will require educated masses, literate and national masses. The strategies supported to achieve the goal of human resources development in Tourism Industry include more open government, more transparent and accountable public administration and development of energetic entrepreneurship in developing countries and further liberalization of markets and goods, capital, technology and tourism products. This would require joint action programmes. A new vision for global co-operation for the next century is needed. It has become imperative that Tourism Industry should concentrate on HRD system for grooming. HR in such a manner so as to flourish and achieve international competitiveness in tourism. The Tourism Industry faces with various challenges in the field of human resources; one of the crucial issues in this regard is the quality of manpower. The industry is vitally faced with the demand for qualified quality personnel.

The Government of India has shown some interest, though obviously not enough, in the promotion of Tourism Industry over the years, the Government has realized the importance of the skilled manpower in the field at different level to train and develop human resources. The government should set up a high power committee consisting of Human Resource Development professionals, professionals from the

Tourism Industry, prominent economists and intellectuals to study and assess various aspects of HRD and conclude on a National Tourism Policy on HRD. Inadequate infrastructure is another factor of much concern for Indian tourism. As matter of fact, one of the major setbacks that the Department of Tourism has suffered is that its demand for substantial investments amounting to Rs. 45,000 crores which involves centre, states financial institutions and private sector to develop tourist infrastructure. Modernisation of Delhi and Mumbai airports is needed urgently. It is believed that the Department of Tourism has been unable to convince the Finance Ministry and the Planning Commission to grant adequate resources for the development of infrastructure. It is imperative on the part of the Department of Tourism to fight all the way to acquire those sources for integrated infrastructure development. For the upgradation of Human Resources there should be a career planning, career development and career counseling mechanism to make employees aware of the general phases of their growth and development. It is the right time to accord the status of tourism in priority due to increase in tourist arrivals and the socio-economic benefits of the tourism phenomenon.

Promotion of Tourism is essential for a less developed state like Odisha to earn revenue and to generate employment. Some of the recent initiatives taken by the Government of India to boost tourism include grant of export house status to the tourism sector and incentives for promoting private investment in the form of income tax exemptions, interest subsidy and reduced import duty. The hotel and tourism-related industry has been declared a high priority industry for foreign investment which entails automatic approval of direct investment up to 51 per cent of foreign equity and allowing cent per cent nonresident Indian investment and simplifying rules regarding the grant of approval to travel agents, tour operators and tourist transport operators.

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Honour Killing: A Community Based Punishment to the Women

A.N. Gayathri

Abstract

Honour killing can be defined as the homicide of the member of a family or social group by other members due to the belief of the perpetrators that the victim has brought dis-honour upon the family or community. In most of the cases, honour killings are mostly directed against the women especially in the South Asian and Middle Eastern Islamic cultures. Sadly, this culture is prevalent in some parts of the Indian society too.

Keywords: Discrimination; Patriarchy; Subordinate; Aggression; Barbarism.

Introduction

'Honour Killing' of women can be defined as acts of murder in which 'a woman is killed for her actual or perceived immoral behaviour'. Such immoral behaviour may take the form of marital infidelity, refusing to submit to an arranged marriage. The concept of women as property and honour is deeply entrenched in the social, political and economic fabric of South Asian countries, Muslim countries and India. Through 'the centuries, honour killings have become deeply rooted in cultural and social norms not just in rural and urbanizing India but around the world. Many experts believe that there are about 1,000 honour killings a year in India. It may appear relatively a small number in a country with over a billion people, but no one can really be sure if this is not just the tip of an iceberg. AUN study in 2000 suggested there were as many as 5,000 woman and girls killed each year by a family member as part of some honour crime all over the world. These incidents involved Muslim, Hindu and Christian families in South Asia, the Middle East, North Africa and many other countries like Canada, the U.S. and Europe among immigrant communities.

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Definition

"An honour killing or honour killing is the homicide of a member of a family by other members, due to the perpetrators' belief that the victim has brought shame or dis-honour upon the family or has violated the principals of a religion, usually for reasons such as refusing to enter an arranged marriage, being in a relationship that is disapproved by their family, having sex outside marriage, becoming the victim of rape, dressing in ways which are deemed inappropriate, or engaging in homosexual relations."

Honour Killing in India

Honour killings are directed against women and girls. The perceived dis-honour is normally the result of one of the following behaviours, or the suspicion of such behaviours:

Youngsters in certain parts of India today cannot choose their partners. If they still do and the choice violates the norms set down by the caste, the consequences can be death. This kind of killings should be seen in a wider context. There are many gruesome murders in the name of honour in the recent months. Most victims of honour killings reported from various parts of the country are young people who choose to love or marry outside their caste, sub-caste or religion. Many caste groups, communities and families in several parts of the country still seem

violently opposed to the right of young adults to choose a life partner. Marriage is turning out to be lethal for these young couples. The agitated family members stooped to that extent where they are ready to kill their child for falling in love across boundaries of caste or religion.

Now, there are various reasons why people or family members decide to kill the daughter in the name of preserving their family honour. The most obvious reason for this practice to continue in India, albeit, at a much faster and almost daily basis, is because of the fact that the caste system continues to be at its rigid best and also because people from the rural areas refuse to change their attitude to marriage. According to them, if any daughter dares to disobey her parents on the issue of marriage and decides to marry a man of her wishes but from another gotra or outside her caste, it would bring disrepute to the family honour and hence they decide to give the ultimate sentence that is death to the daughter. Now as has become the norm, the son-in-law is killed as well.

There are various misconceptions regarding the practice of honour killing. The first misconception about honour killing is that this is a practice that is limited to the rural areas. The truth is that it is spread over such a large geographical area that we cannot isolate honour killings to rural areas only, though one has to admit that majority of the killings take place in the rural areas. But it has also been seen recently that even the metropolitan cities like Delhi and Tamil Nadu are not safe from this crime because five honour killings were reported from Delhi and in Tamil Nadu; a daughter and son in law were killed due to marriage into the same gotra. So it can be seen clearly that honour killing is not isolated to rural areas but also to urban areas and as already pointed out, it has a very wide geographical spread. The second misconception regarding honour killing is that it has religious roots. Even if a woman commits adultery, there have to be four male witnesses with good behaviour and reputation to validate the charge. Furthermore only the State can carry out judicial punishments, but never an individual vigilante. So, we can clearly see that there is no religious backing or religious roots for this heinous crime.

Causes of Honour Killings

If we look upon the causes, the notion of killing a woman basically arises from discrimination against children and women. Women have no rights to decide, once a decision is made by the family, any challenge to that decision is taken as a challenge to culture,

family and their values. Another cause responsible for killings is the dispute between girls and their parents on marriage and control, specially the marriage outside one's own caste. The notion of marrying outside one's own caste brings dis-honour to the family which is responsible for axing their daughter, to death, by her own father or brother. The basic cause of this social menace is the tradition of caste and control over a woman's body and the patriarchal mind set.

Because of this in most of the cases the honour killing is done by girls' family. The notion of the father as dictator with an iron-fisted grips on the lives of his children specially his daughters regrettably persists in many countries around the world. And, the father believes that if his children stray, especially in sexual matters, the father is entitled to punish them even unto death. This barbarism carries the name Honour Killing. If we look upon honour killing from sociological angle, when a woman marries to a person of lower caste she goes into the husband's caste, this brings the family's status down in the eyes of society. Patriarchal tradition 'casts the male as the sole protector of the female' so he must have total control of her. If this protection is violated, he loses honour because he failed to protect her or he failed to bring her up correctly.

Methods of Honour Killing

Methods of killing include stoning, stabbing, beating, burning, beheading, hanging, throat slashing, lethal acid attacks, shooting and strangulation. The murders are sometimes performed in public to warn the other women within the community of possible consequences of engaging in what is seen as illicit behaviour.

The incidence of honour killings is very difficult to determine and estimates vary widely. In most countries data on honour killings is not collected systematically, and many of these killings are reported by the families as suicides or accidents and registered as such. Although honour killings are often associated with the Asian continent, especially the Middle East and South Asia, they occur all over the world. In 2000, the United Nations estimated that 5,000 women were victims of honour killings each year. According to BBC, "Woman's advocacy groups, however, suspect that more than 20,000 women are killed worldwide each year." Murder is not the only form of honour crime, other crimes such as acid attacks, abduction, mutilations, beatings occur; in 2010 the UK police recorded at least 2,823 such crimes.

The cultural features which lead to honour killings are complex. Honour killings involve violence and fear as a tool of maintaining control. Honour killings are argued to have their origin among nomadic peoples and herdsmen: such populations carry all their valuables with them and risk having them stolen, and do not have proper recourse to law. As a result, inspiring fear, using aggression, and cultivating a reputation for violent revenge in order to protect property are preferred to other behaviours. In societies where there is a weak rule of law, people must build fierce reputations.

Views on Women

Honour killings are often a result of strongly patriarchal views on women, and the position of women in society. In these traditional male dominated societies women are dependent first on their father and then on their husband, whom they are expected to obey. Women are viewed as property and not as individuals with their own agency. As such, they must submit to male authority figures in the family—failure to do so can result in extreme violence as punishment. Violence is seen as a way of ensuring compliance and preventing rebellion. “Women are considered the property of the males in their family irrespective of their class, ethnic, or religious group. The owner of the property has the right to decide its fate. The concept of ownership has turned women into a commodity which can be exchanged, bought and sold” (Shahid Khan). In such cultures, women are not allowed to take control over their bodies and sexuality: these are the property of the males of the family, the father (and other male relatives) who must ensure virginity until marriage; and then the husband to whom his wife’s sexuality is subordinated a woman must not undermine the ownership rights of her guardian by engaging in premarital sex or adultery.

Conclusion

In our society with high morals, ethos and values, where the women are worshiped as goddess, some are brutally killed on the name of honour. This rate of honour crime is increasing day by day. So there is an urgent need of an introspection of society, the legal measures available and the need of more effective remedies.

Law definitely can play an, important role in curbing honour killings, but, it alone cannot stop such killings, since, it is a sociological issue, which is deeply rooted in social culture, traditions and mindset. The vulnerability of women around the world to this type of violence will only be reduced when these patriarchal mindsets are challenged and effectively confronted. Another, great liberator may be the economic status of women. Education can also play an important role. An economically independent woman can be more powerful, and capable of taking her own decisions. This kind of change in our socio, economic conditions and stringent law can only be helpful in reducing the number of honour crimes.

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Rising Status of Women in India in the 20th Century

D. Pulla Rao

Abstract

Man and woman came into existence together on the planet earth, either by creation or by evolution and hence they had started living together, growing together and dying together. However, they are not enjoying their life together equally. Most of the time, men folk, all over the world, are enjoying the sweet part of the life leaving the bitter part to women. Women are being purposefully and forcibly denied equal share of both material and nonmaterial requirements for a happy life. The constitution of India had included special provisions to women to ensure gender equity in all walks of life. In India, discrimination on the basis of sex often starts at the earliest stages of life. The total literacy rate in 2001 was 65.38 per cent, for males it was 75.85 per cent and for females it was 54.16 per cent. In the case of WFPR by sex, it had been much higher for males as compared to females. Still women's representation in Lok Sabha and Rajya Sabha is very low. Special measures are needed to accelerate the process of political participation of women. Certain endeavours should be made in this direction to create proper environment to empower women and to enhance their capacity.

Keywords: Women; Sex Ratio; Literacy; Enrollment; Mortality Rate; Work Force; Political Participation.

Introduction

Women community though equal to men in population, is subject to a lot of deprivations even in this modern sophisticated world. Women are still treated as the second rated citizen or subordinate to men in all major fields of life i.e., social, economic and political. Though various efforts are being made to improve the status of women, women folk could not make maximum use of them and hence remained backward. In almost all countries, the Governments are providing special provisions for women's development and efforts are being made to extract maximum use of women's talent. It has been clear for decades that women in many parts of the world make key contributions in areas of development such as agriculture, health, education, water resources management etc.

In India, the shift from "welfare" to "development" of women took place in the Sixth Five Year Plan (1980-85). The Eighth Five-Year Plan (1992-97) promised to ensure that the benefits of development from different sectors do not bypass women. The Rashtriya Mahila Kosh was set up in 1993 to meet the credit needs of the poor and the asset less women. The Ninth Five-Year Plan (1997-2002) made two significant changes in the strategy of planning for women. Firstly, "empowerment of women" became a primary objective and secondly, the plan attempted "convergence of existing services" available in both women-specific and women related sectors. The Tenth Five-Year Plan (2002-2007) has made a major commitment towards "empowering women as the agent of socio-economic change and development". Based on the recommendation of National Policy for Empowerment of Women, the Tenth Five-Year Plan suggests a three-fold strategy for empowering women, through social empowerment, economic empowerment and gender justice.

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Demographic Dimensions

(i). Sex Ratio

Sex ratio is defined as number of females per 1000 males. Sex ratio is a useful indicator to understand women's health and position in any society. India has distinction along with China and few other South Asian countries having a deficit of females for a long period. This is largely interpreted as the symptom of low status of women and discrimination of females existing in the country. Unusually high mortality Indian women faced relative to males until recently confirmed this fact. The female mortality registered significantly high rates than males at the younger ages, through it reverted recently.

Ashish Bose (2001) and Agnihotri (2001) stated that census has given a shocking aspect, namely a sharp decline in the female - male ratio in several states. They further stated that migration cannot explain this phenomenon, which must be the consequence of female foeticide on a massive scale, if not female infanticide and higher female child mortality rates. Sex ratio is a useful indicator to understand women's health and position in any society. India has distinction along with China and

few other South Asian countries having a deficit of females for a long period. This is largely interpreted as the symptom of low status of women and discrimination of females existing in the country. Unusually high mortality Indian women faced relative to males until recently confirmed this fact. The female mortality registered significantly high rates than males at the younger ages, though it reverted recently. This is revealed through a study of the sex ratios existing in our country from 1901 onwards. Strangely enough, in spite of the advances in medical sciences, the drop in death rate from 42.6 per cent in 1901 - 1911 to 8.4 per cent in 2001, the tremendous advances made in eradication of malaria and control of infectious diseases like tuberculosis, as well as, an increase in life expectancy for women from 23.3 years in 1901 - 1910 to 64.2 in 1996 - 2001, the sex ratios of our population continue to be adverse for women. In 1901, the sex ratio was 972 females per 1000 men. This ratio has been continuously declining from 1901 onwards except in 1951, 1981 and 2001. It is 933 in 2001 (Table 1).

Table 1: Population and Sex Ratios in India: 1901-2001

Census year	Total population (in millions)	Sex ratios (females per 1,000 males)
1901	238.10	972
1911	252.09	964
1921	252.32	955
1931	278.98	950
1941	318.66	945
1951	361.09	946
1961	439.24	941
1971	548.16	930
1981	685.18	933
1991	844.33	927
2001	1027.02	933

Source: Census of India, 2001.

Juvenile (0 - 6 age group) Sex Ratio

The age distribution of population in the Indian census follows five yearly groupings like 0 - 4, 5-9, 10-14 and so on. In 1991, it was decided to calculate literacy rates for the population seven years and over. Therefore, a new category of 0-6 age group was introduced in the primary census abstract, and literacy data for the age group seven and above were sorted out. Besides 0-6 age group was convenient to study

the import of the Integrated Child Development Services etc. In keeping with this practice, the 2001 census tables give data on literacy after excluding 0-6 age groups. In this process separate figures are available for the sex composition of the 0-6 age group.

Table 2 shows a sharp decline in the sex ratio of the under 0-6-age population in the last 40 years, i.e., 976 in 1961, 964 in 1971, 962 in 1981, 945 in 1991 and 927 in 2001, a decline of 18 points in this last decade.

Table 2: Sex Ratio In 0-6 Age Group: 1961-2001

Year	Sex ratio in 0-6 age group	Variation
1961	976	--
1971	964	-12
1981	962	-2
1991	945	-17
2001	927	-18

Source: Census of India, 2001.

Literacy Dimensions

Female Literacy Rate

The most important characteristic of population is literacy, which is a pre-requisite for the overall development of the country both socially and economically. Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates, and shows a positive association with female age at marriage, life expectancy and participation in modern sectors of the economy. In spite of all the special constitutional

provisions and governmental efforts, in the field of education, the disparities between males and females are still large. The gap between the literacy rates of males and females has been presented since 1901 when the female literacy rate was only 0.60 per cent as against 9.83 per cent among males. The disparity index (ratio of male literacy rate to female literacy rate) in 1901 was 16.4. On the eve of the initiation of planned economic development in 1951 the literacy rate of women was 7.93 per cent. And women education received a phenomenal jerk from 1961. One can notice a double-digit growth rate in that year and it continued to grow at an increasing rate thereafter and even surpassed the cutoff level of 50:50 by the year 2001 (Table 3).

Table 3: Sex Differences In Literacy Rates In India: (1901 To 2001)

Year	Male literacy rates	Female literacy rates	Disparity index
1901	9.83	0.60	16.4
1911	10.56	1.05	10.1
1921	12.21	1.81	7.6
1931	15.59	2.93	5.3
1941	24.90	7.30	3.4
1951	24.95	7.93	3.1
1961	34.44	12.95	2.6
1971	39.45	18.69	2.1
1981	56.50	29.85	1.9
1991	64.13	39.29	1.6
2001	75.85	54.16	1.4

Source: Census Report, 2001.

Female Enrollment at Various Levels of Education

After Independence, the government of India has designed several strategies for promotion of girls / women education. Separate institutions for girls / women education were opened. Special incentives to attract the girls / women into the academic institutions were introduced. As a result, the female literacy rate has gone up from 7.93 per cent in 1951 to 54.16 per cent by 2001. In the field of higher education also the share of females enrollment into various faculties has increased very substantially. The increase in women enrollment in the educational institutions has its impact on the women employment in educational institutions.

Let us now examine the progress of females' enrollment in primary, upper primary, secondary / high secondary and higher education stages. As shown in Table - 4 in 1950-51, the enrollment of girls was 28.1 per cent at primary school stage, 16.1 per cent at the upper primary stage, 13.3 per cent at secondary / higher secondary level and 10.0 per cent in higher education level compared with the corresponding percentage of 71.9, 83.9, 86.7 and 90.0 per cent among boys / men.

By 2000-01, the situation has considerably improved at all levels, in favour of females to 43.7 per cent at primary level, 40.9 per cent at upper primary level, 38.6 per cent in at secondary / higher secondary level and 36.9 per cent in higher education as against 56.3 per cent in primary stage, 59.1 per cent in upper primary stage, 61.4 per cent in secondary / higher secondary level and 63.1 per cent in higher education stage among boys / men.

Career counseling is being actively promoted to ensure that the skills acquired by girls and they appropriately utilize women. These positive initiatives have helped in improving the participation of girls / women at all levels of education especially in higher education since the post-independent period. It is evident that the enrollment of girls / women has increased at a faster rate than that of boys at primary, upper primary, secondary / higher secondary and higher education stage. The foregoing analysis shows that during the whole period of five decades after implementation of our constitution, the growth rate of enrollment of girls / women in all stages of education has been higher than that of boys / men.

Table 4: Percentage of Females' Enrollment of the Total Enrollment by Stages

Year	Primary I-V	Upper Primary VI-VIII	Secondary Hr. Secondary 10+2/Intermediate	Higher Education (Degree and above)
1	2	3	4	5
1950-51	28.1	16.1	13.3	10.0
1955-56	30.5	20.8	15.4	14.6
1960-61	32.6	23.9	20.5	16.0
1965-66	36.2	26.7	22.0	20.4
1970-71	37.4	29.3	25.0	20.0
1975-76	38.1	31.3	26.9	23.2
1980-81	38.6	32.9	29.6	26.7
1985-86	40.3	35.6	30.3	33.0
1990-91	41.5	36.7	32.9	33.3
1995-96	43.1	39.5	36.1	37.2
2000-2001	43.7	40.9	38.6	36.9

Source: Selected Educational Statistics 2000-2001.

Mortality Rates

Infant Mortality

Infant mortality rate reflects a country's level of socio-economic development and quality of life and is used for monitoring and evaluating population and health programmes and policies.

The main reasons for decrease of sex ratio of the child population in India are:

1. Neglect of the girl child resulting in their higher mortality at younger ages.
2. Sex selective female abortion.
3. Female infanticide, and
4. Change in sex ratio at birth.

There is no doubt that increasing use of pre-natal sex determination tests and female foeticide must have contributed significantly to the significant decline in the sex ratio in the last two decades.

The infant mortality rate (IMR) for the world in 1990 was 73 per thousand live births, only 16 in the more developed nations, and as high as 81 in the developing nations. The IMR in Asia in 1990 was 74 per thousand. As per the report from publication reference bureau, Washington, USA, 2001, the estimated infant mortality rate for the world for the year 2001 was 56 per thousand live births, only 8 in the more developed nations, and as high as 61 per thousand in the developing nations. The estimated IMR in Asia for the year 2001 was 55 per thousand live births.

Once the child is born, the infant mortality rate in the first year of life is often adverse as far as female children are concerned. We have data available through the Sample Registration System (SRS) conducted by the Registrar General of Census from the year 1972 onwards. The total infant mortality

rate in 1972 was 139; it was 132 (for males) and 148 (for females) per thousand live births (Table-5). The adversarial relationship of female IMR with male IMR continued right up to 1987. Since then, after the introduction of the Universal Immunization Programme at the end of 1985, the gap between male and female mortality rates narrowed down and from 1988 onwards, except for 1990, the female IMR has been lower than the male IMR. It may also be noted that females in urban areas have generally had lower IMR than their counterparts in rural areas. Ultimately, the total infant mortality rate in 2001 was 66, for males it was 64 and for females it was 68 per thousand births. The female IMR is higher than the male IMR in total, rural and urban areas also in 2001. Although the significant drop in IMR is largely due to the grand success of the Expanded Programme of Immunization started in 1978 and the universal immunization launched in 1985, which has succeeded in getting more than 85 per cent children, immunized.

Maternal Mortality

World Health Organization (WHO) defines maternal death as the death of a woman while pregnant or within 42 days of the termination of pregnancy, from any cause related to or aggravated by the pregnancy or its management but not from accidental or incidental causes. Every minute of every day, at least one woman dies from causes related to pregnancy, childbirth and abortion. There are about 6,00,000 of these deaths each year and 99 per cent of them occur in developing countries. The maternal mortality ratio is the number of women's deaths from causes related to pregnancy and childbirth per 1,00,000 live births. The level of maternal mortality varies more than any other health indicator that researchers use to compare levels of development. Even the best estimates of maternal mortality do not capture all

Table 5: Infant Mortality Rates By Sex And Residence In India

Year	Rural			Urban			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
1972	141	161	150	85	85	85	132	148	139
1973	141	144	143	88	90	89	132	135	134
1976	133	146	139	78	82	80	124	134	129
1977	136	146	140	80	82	81	126	135	130
1978	132	143	137	74	75	74	123	131	127
1979	129	131	130	73	71	72	119	121	120
1980	123	125	124	65	65	65	113	115	114
1981	119	119	119	63	62	62	110	111	110
1982	114	114	114	70	60	65	106	104	105
1983	113	114	114	69	63	66	105	105	105
1984	113	114	113	68	64	66	104	104	104
1985	106	107	107	56	62	59	96	98	97
1986	104	106	96	64	60	62	96	97	96
1987	103	106	104	63	57	61	95	96	95
1988	103	102	102	65	59	62	96	94	94
1989	100	98	91	100	98	58	92	90	91
1990	54	88	86	50	49	50	78	81	80
1991	87	87	87	53	52	53	81	80	80
1992	84	86	85	54	52	53	79	80	79
1993	81	84	82	47	44	45	73	75	74
1994	NA	NA	80	NA	NA	52	75	73	74
1995	NA	NA	80	NA	NA	NA	49	NA	74
1998	NA	NA	77	NA	NA	45	69.8	73.5	72
2001	70	74	72	41	44	42	64	68	66

Source: Sample Registration System, Registrar general and Commissioner, Census Operations, Government of India, New Delhi for various years.

deaths related to pregnancy. There is strong evidence that official statistics seriously underestimate maternal mortality even in developed countries.

The maternal mortality ranges from less than five in some European countries to over 1000 in some of the world's poorest countries. The maternal mortality ratio in developing countries may be as much as 50

times higher than that found in developed countries.

Maternal Mortality Rates in India

The decadal census data does not give any indication of maternal mortality rates (MMR) but Sample Registration Survey (SRS) rates are available

Table 6: Maternal mortality rates, 1992, 1997

State	Per 100,000 live births	
	MMR 1992	MMR 1997*
India	500	408
Andhra Pradesh	100	154
Assam	1,210	401
Bihar	1,490	451
Gujarat	810	29
Haryana	320	105
Himachal Pradesh	580	--
Karnataka	400	195
Kerala	130	195
Madhya Pradesh	1,370	498
Maharashtra	180	135
Orissa	1,110	361
Punjab	200	196
Rajasthan	640	677
Tamil Nadu	230	76
Uttar Pradesh	1,120	707
West Bengal	780	264

Note: *Annual Report, Ministry of Health and Family Welfare, Government of India, New Delhi, 1999-2000. Sources: Col.1. Occasional paper No.1, 1994, Census of India, Registrar General and Commissioner, Census Operations, Government of India, New Delhi. Col.2 based on Sample Registration System estimates Registrar General and Commissioner, Census Operations, Government of India, New Delhi.

and also some data from the Registrar General of India Census Office indicates maternal mortality rates state-wise (Table 6). The national data seems to reveal a maternal mortality rate of 408 per 1,00,000 births. The state-wise data is available for 1992 and 1997.

There are wide inter-state variations in mortality rates as seen from Table 3. States with low female status in health and education and large percentage of tribal population like Assam, Bihar, Madhya Pradesh, Orissa and Uttar Pradesh have the highest maternal mortality rates. Some states have shown dramatic decreases in these rates, like Bihar, Assam, Madhya Pradesh in the four-year period 1992-97.

Economic Dimensions

Work Force Participation Rate (WFPR) In India

The Work Force Participation Rate (WFPR), also called Labour Force Participation Rate (LFPR) is the percentage of working population to total population of a country. It is an important factor which affects production, saving and capital formation. It helps in analysing the occupational structure of a country and thus its level of employment. WFPR depends up on the age and sex structure of the population, age of marriage, average size of family, education, health, attitude to work, availability of work, etc. The work force participation rates in India for the Census years 1901 to 2001 are shown in Table 7. WFPR in the pre-independence period from 1901-31 was higher than in the post-independence period from 1951-91, except for the Census year 1961. The reason being the use of

different definition of the 'work force' in the censuses. In the pre-independence census, main workers were lumped with unpaid family workers. But in the 1951 Census, unpaid family workers were excluded from the main workers. That is why the WFPR in 1951 was 39.1 per cent as compared to more than 43 per cent in the pre-independence years (1901-1931). Again in 1961, WFPR increased to 43 per cent because persons whose main activity was not economic were included in the main workers. WFPR declined to 34.2 per cent in 1971 because persons engaged in part time activities were excluded from the category of the main workers. But since the Census of 1981, WFPR had risen to 36.7 per cent in 1981 to 37.7 per cent in 1991 and to 39.3 per cent in 2001. This has been due to the adoption of a rigorous of "worker" in terms of main workers and marginal workers.

In the case of WFPR by sex, it had been much higher for males as compared to females. This is because of the social status of women. They are generally not allowed to undertake productive work outside home. But since 1971, their work participation rate has been on the increase. It rose from 14.2 per cent in 1971 to 25.7 per cent in 2001. This is due to increasing literacy and declining birth rate. Now more and more women are entering the industrial and service sectors. With urbanisation and expansion of dairy and poultry farming, fisheries, horticulture, etc., more women are participating in such activities. On the other hand, the work participation rate for men declined from 52.7 per cent in 1971 to 51.9 per cent in 2001. This again shows that more women are taking the place of men in productive activities.

Table 7: Gender-Wise Work Force Participation Rate In India: 1901-2001 (In Percentage)

Year	Females	Males	Persons
1901	31.1	61.1	46.6
1911	33.7	61.9	48.1
1921	32.7	60.5	46.9
1931	27.6	58.3	43.3
1951	23.3	54.0	39.1
1961	28.0	57.1	43.0
1971	14.2	52.7	34.2
1981	19.7	52.6	36.7
1991	22.7	51.6	37.7
2001	25.7	51.9	39.3

Political Dimensions

Participation of women in political arena and in decision-making role is an important tool for empowerment. The extent of this participation is monitoring standards of political performance at all levels. In India the participation of women in politics has been actually nominal since the days of freedom movement while in many other countries women are moving forward. Although their electoral participation has increased over the years, yet voting

is only one aspect of political participation. In fact there is no correlation between their population and voting percentage with their numbers in the legislatures or Government or other political offices. In spite of a congenial political environment in the country, we find psychological obstacles, economic hurdles and socio-cultural barriers restricting women's effective participation.

As politics became more centralized as well as criminalized, thus undermining all other institutions

of civil society, women were pushed out of leadership positions to function on the margins, at best relegated to the domain of social work at the local level. Even that tradition eroded from the 1970s onwards. The setback to women's participation is even more severe at the state level than in Lok Sabha.

Women's Representation in Lok Sabha

The representation of women in Lok Sabha has basically remained stagnant. It reached a 'high' of

8.1 per cent 1984, then it increased to 9.0 per cent in 1999 and declined to 8.2 per cent in 2004 (Table 8). This despite the fact that all major national parties in recent years have declared through their manifestos that they would implement 33 per cent reservation for women in all legislatures. The ugly scenes and stalemate over tabling the Women's Reservation Bill in Parliament seems to be entangled in the web of male-dominated politics. Political parties have no unanimous stand on the bill.

Table 8: Women's representation in lok sabha

Year	Seats	No. of Women	% of Women
1952	499	22	4.4
1957	500	27	5.4
1962	503	34	6.8
1967	523	31	5.9
1971	521	22	4.2
1977	544	19	3.5
1980	544	28	5.1
1984	544	44	8.1
1989	517	27	5.2
1991	544	39	7.2
1996	543	39	7.2
1998	543	43	7.9
1999	543	49	9.0
2004	539	44	8.2

Source: CSDS, Data Unit.

Women's Representation in Rajya Sabha

The presence of women in Rajya Sabha has been only slightly higher, probably due to indirect elections and nomination of some women members. The representation of women in Rajya Sabha has reached a "high" of 11.5 per cent in 1984. It increased to 15.5 per cent in 1991, then it decreased to 6.1 per cent in

1998 and ultimately it reached to 11.4 per cent on 2004 (Table 9). Nonetheless, this representation does not come close to the 33 per cent mark. The number of women contesting elections has always been low. It is interesting to note that the percentage of winners among women has been consistently more than that of men.

Table 9: Women's Representation in Rajya Sabha

Year	Seats	No. of Women	% of Women
1952	219	16	7.3
1957	237	18	7.6
1962	238	18	7.6
1967	240	20	8.3
1971	243	17	7.0
1977	244	25	10.2
1980	244	24	9.8
1984	244	23	11.5
1989	245	24	9.8
1991	245	38	15.5
1996	223	24	9.0
1998	245	15	6.1
1999	245	19	7.8
2004	245	28	11.4

Conclusions

Women community though equal to men in population, it is a subject of concern to note that, in this modern sophisticated world also she is treated as the second rated citizen or subordinate to men in all major fields of life. Though various efforts are being made to improve the status of women, women folk could not take their maximum use and remained still backward. In almost all countries, the Governments are providing special provisions for women's development and efforts are being made to utilize women's talent to the maximum extent. It is well known fact that, in many parts of the world women have started making key contributions in areas of development such as agriculture, health, education, household enterprises, water resources management etc. And by now it is made clear, that without the active involvement of women sustainable development is not possible.

Gender discrimination or inequality from womb to tomb is a patent fact in the traditional cultures of the developing countries. In India too, discrimination on the basis of sex often starts at the earliest stages of life. The development processes of independent India, at a pace never achieved before, have also not succeeded in stopping the decline of sex ratios. A large number of migrant males who come to work in some cities may be responsible for the adverse female sex ratio. The other reasons for decline in sex ratio are differential mortality between males and females, differential undercount of females than males and drop in the female births leading to adverse sex ratio at birth.

There is a sharp decline in the sex ratio of the under 0-6 age population in the last 40 years in India. In most of the States and Union Territories the child sex ratio (0-6 age group) has gone down in 2001 while in 7+ age group there has been an increase in the sex ratio in almost all the states. Maharashtra, the first state which has been passed the PNMT act also registered a decline in the under - 6 sex - ratio, from 946 in 1991 to 917 in 2001 (29 points). There is no doubt that increasing use of pre-natal sex determination tests and female foeticide must have contributed significantly to the significant decline in the sex ratio in the last two decades.

In spite of all the special constitutional provisions and governmental efforts, in the field of education, the disparities between males and females are still large. The total literacy rate in 2001 was 65.38 per cent, for males it was 75.85 per cent and for females it was 54.16 per cent. In literacy rate Kerala retained its

position by being on top with 90.9 per cent literacy rate in 2001 in the country, this rate among males was 94.2 per cent and among females it was 87.9 per cent. Bihar stood at the bottom with a literacy rate of 47.5 per cent (60.30 per cent for males and 33.6 per cent for females).

However, as time passed by, females made rapid progress in all stages of education, the constitutional provisions and special efforts made by the 'state' coming in handy. A process has set in motion where by the gap between males and females in literacy rate is getting reduced, the growth rate of enrollment of females at all stages of education is exceeding that of boys, and more importantly, more and more females are taking to teaching in schools. These are favorable trends and need to be nurtured. Attempts to promote female education should be given greater priority than ever and there can be no better way to raise to self-respect of females than to employ them in schools and make them shape the careers of future citizens of India.

Maternal mortality and infant mortality are directly related to health care facilities available in the nearest place. But this is only the necessary condition. The sufficient condition is that the woman/man must be capable enough by way of education to know the importance of such a health care provision. This is more so with regard to maternal mortality.

In the case of WFPR by sex, it had been much higher for males as compared to females. This is because of the social status of women. They are generally not allowed to undertake productive work outside home. But since 1971, their work participation rate has been on the increase. It rose from 14.2 per cent in 1971 to 25.7 per cent in 2001. This is due to increasing literacy and declining birth rate. Now more and more women are entering the industrial and service sectors. With urbanisation and expansion of dairy and poultry farming, fisheries, horticulture, etc., more women are participating in such activities. On the other hand, the work participation rate for men declined from 52.7 per cent in 1971 to 51.9 per cent in 2001. This again shows that more women are taking the place of men in productive activities.

Still women's representation in Lok Sabha and Rajya Sabha is very low. Special measures are needed to accelerate the process of political participation of women. Various women's organizations should impart political education to the women, to make them aware of their political rights and civic duties, through an organized movement. It is also imperative that national political parties should adopt specific programmes for women, and mobilize them for

electoral purposes and also provide them opportunities in public life. Certain endeavours should be made in this direction to create proper environment to empower women and to enhance their capacity.

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Human Values: A Multidisciplinary Approach in Environmental Studies

Kaushal Chauhan

Abstract

Environmental study is an interdisciplinary subject focused on the interplay between individuals and their surroundings. It is the teaching of individuals, and communities, in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solutions to these problems, and motivated to solve them. Inculcation of Values plays a significant role in environmental studies and provide great solution present multidisciplinary environmental scenario. Values are real physical object that makes life respond. One Value by one single act can accomplish at once what others have labored for decades, even centuries, to achieve. Accomplishment depends not only on physical energy. Even more it depends on the intensity of different values which we are able to bring to our action. The values are true motivators and are important for achievements of the purposes. This paper highlights different types of values that are very important in environmental studies and behaviors of individuals that is helpful for human being in attaining their life goals.

Keywords: Environmental Education; Value Education; Values; Social Values; Professional Values; Cultural Values; Spiritual Values; Ethical Values; Family Values.

Introduction

The environment study broadly includes natural, learning and informational environment. Values are committed for the development of Environmental studies. Values predicts environmental condition in which human behave. Values are standards of good behavior and real source of happiness that determine our decisions and guide our lives. A value is a guiding force of life that we follow it because of your own free will and not due to force by others in any way. The intensity of our commitment and quality of the values determine the level of accomplishment in one life. It is a belief, mission or a philosophy that is meaningful in life. Every individual has a GOD gifted core set of personal values. Values can gain by hard work and punctuality. Values are the greatest power known to humanity, as we all invest time, energy, money and

resources to move towards or away from. Values are an embodiment of higher truth with spiritual skills and a path to perfection. It flow positive energy. Values multiply the power of action. It comes from feeling and expressing them in action. Just as individuals and organizations set goals and implement plans, they can implement values as well. Value implementation is a process that can be learned. As Internet has the power of subtle organization, Values are subtle power.

Objectives

- To provide essence and source of all high accomplishments.
- To create value based energy of higher level and higher power.
- To express of values in action for great achievement by an individual, an organization or a nation.
- To create leaders and shape our lives.
- To create wealth knowledge, joy, aspiration and success.

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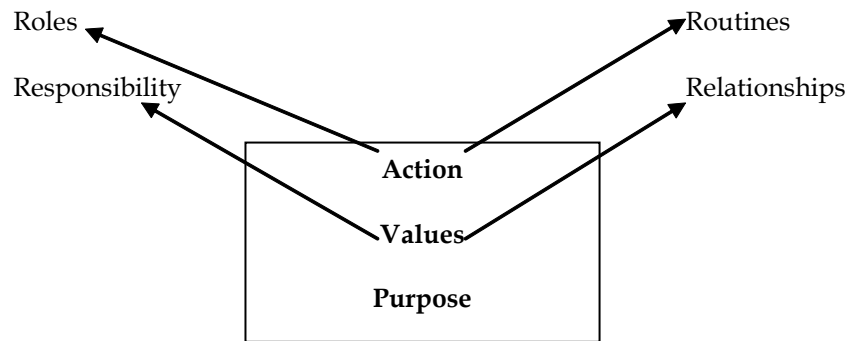
Origin of Values

Humanity has come to recognize true and valid set for human behavior and accomplishment. These principles are derived from two sources from life experience and spiritual inspiration. The enlightened individuals experienced spiritual consciousness that manifested universe. They discovered the essence of what we call GOD, Spirit or Divinity, express itself as fundamental spiritual values in the universe such as freedom, peace, truth, unity, Goodness, Harmony, Beauty, Love, Joy, and self giving. They recognized that the more you strive to live by these values, the higher you rise in consciousness and the more the higher spiritual consciousness enters your being and express in your life. The precise form and importance given to each of these values differs according to the period and locate, but the essential truth which they represented remained valid. Cultures may have erred

by emphasizing one value, but each culture expression was based on essential, through partial truth- truth of accomplishment and truth of life.

Types of Values

Just as we do not create purpose in our life but we detect it. In the same way, I have to detect what is the pattern of values that have been important in my life. In other words, we must clarify the innate values and the acquired values which are most deeply connected to the purpose or clarify special what we really value in our life and how to use these values as the basis for choice, selection and decision making. Thus our values are determining our worth. The values are true motivators and are important for achievements of the purposes in life particularly those values which should be the touchstone for important decisions in our life.



Our Actions don't support our purpose when they are not guided by a value or there is the incapacity to express the value correctly. Therefore we have to very clearly identify the value system that we are gifted with. Values can either be chosen consciously from understanding or shaped unconsciously from conditioning. These include traditional influences of family, society, religion, education, media, science etc. There can be a difference between our authentic values and the values that we have which are shaped by unconscious influences. The challenge is to find the right ones for the time: values which will give us a sense of stability and direction for safe passage. Values are like moral compasses because they guide us in our actions on a day basis, while being consistent with our purpose. Different types of values consistent with our purpose. Different types of values pulling in different direction lead to inner conflict and stress so we need to clearly define our priorities. Values are the quality that we bring in to our relationships, what we bring into our life day by day. Values are like the fuel. In any situation where these values are imbibed, they will decide the course of our action they become the basis or foundation for

achieving our vision. There are mainly six types of Values: Ethical Values, Family Values, Professional Values, Social Values, Cultural values, and Spiritual Values.

Ethical Values

Ethics is the branch of philosophy concerned with moral principles. It is set of principles concerning right and wrong and how people should behave. Ethics are based on the awareness that a human being is essentially spiritual and intrinsically valuable. Ethical Values respect human through self restrained, non aggression, integrity, justice and honesty. In the hierarchy of values, spiritual, ethics and morality rank among the highest. A person with ethical values can be trusted and will be respected and revered. These values presuppose moral courage and the power to act according to one's moral convictions even at the risk of financial, emotional or social security.

Purity: Purity is synonymous with good character. Intellectual purity means clarity of thought. Your

thinking is sequential, logical, unwavering and free from contradictions. Mind becomes pure and silent when we nurture it form truth. Purity evokes greatness in every action. It is reflected in the beauty in the faces and the light in the eyes of people. A fraternal attitude of purity is the foundation of peace and happiness. Purity means our thoughts originate in self respect and a clean conscious. Purity is the integrity, good wishes and pure feelings. Purity means you are free from desires for recognition, appreciation, special, opportunities, and positions. Insults don't touch you because they have no resonance within. Negative behavior towards you rolls off you like a dirty water from a lotus petal. You remain neutral and uncritical.

Honesty: "No legacy is so truth as Honest". William Shakespeare (1564-1616). An honest person has integrity so there are no contradictions between their thoughts, words, and actions. Honesty means to be strait forward and not to obscure and distort truth. Honesty also means to faithful and trustworthy. An honest person is transparent and is loved by GOD, Friends, Connections and family. "Being entirely honest with oneself is a good exercise" Sigmund Freud (1856-1939). Honest person are courageous, prepared to stand up for their principles. Honest person are neither under anyone's influence nor do they try to bring others under their influence. "Honest men fear neither the light nor the dark" Dr. Thomas Fuller (1608-1661).

Integrity: Integrity is what we say, what we do, and what we say we do". Don Galer. Human being values people of integrity because we know what to expect from them. "Integrity has no rules." Albert Camus. We know they will act honorably and that they will do what they think is right. Everyone wants people with integrity as friends, on our organizations, being consistently honest and trustworthy. Doing what you say you will do. Thus Integrity is regarded as the honesty and truthfulness or accuracy of one's actions.

Fairness: Fairness treats all people fairly. One should be open minded, listen to others and try to understand what they are saying and feeling. It is being committed to the principles of social justice and opposing prejudice, dishonesty and injustice. It is a value characterized by freedom from prejudice or favoritism. It is an essential attitude of Impartiality and is a corner stone of the relationship between the citizenry and those sworn to protect and serve them. It requires respect for cultural and ethnic diversity.

Compassion

Compassion is evident when a person acts with generosity and mercy towards someone who is

experiencing misfortune. It is not an emotion but an attitude based on clarity, understanding and inner power. It contains the feeling of sympathy together with the state of detachment ensuring that your response and judgment are not clouded by emotion.

Trust: Trust is having faith, relying and believing in someone or something. It is reliance on another person or entity. It is also attributable to relationships within and between social groups. Trust believes that the person whom is trusted will do what is expected. Trustworthiness is the characteristics or behaviors of one person that inspire positive expectations in another person. The secret of trust is faith in our belief. It is having confidence that right things will come about without trying to control or make it happen.

Truth: Truth is self evident. Truth cannot remain hidden permanently, sooner or later it emerges. Dishonest arises from an attitude of self interest and the consciousness of scarcity. There is much socialization o develop dishonesty, so you need strength to resist it. Dishonesty arises when a system does not allow the truth to be spoken. If the truth were allowed and encouraged, pockets of dishonesty would be discerned and exposed immediately. Truth is imperishable essence. You overcome falsehood and illusion through practicing the power of truth. Truth itself a gift, that is dropped in your lap, a very deep thing. It is knowledge the whole span of your journey through time.

Family Values

Family value supports the quality of family Life. Loyalty, being loving, and caring, are supportive and protective. Family values vary according to the wider social system, but the closer they come to universal values the more likely the family is to be healthy and happy. To keep family functioning as a unit, and to foster open communication between parents and kids, experts recommended a once a week family meeting.

Love: Love is regarded supreme emotion. It flows from spiritual awareness. It is an eternal quality of the self which brings joy. It makes you free from worry and brings a natural experience of peace. It sees only the qualities and potentials of others not their faults or shortcomings. The more love you have for the divine the more detached you will be. Love is an eternal quality of the soul which brings joy. With love even the most extreme situation can be transformed to feel as light as a feather. It is said, 'Love can turn stone into water. The heart becomes disenchanted through experiencing selfish love again and again.

Caring: The most powerful way to succeed in life is to move concern for our fellow human beings that is caring. Happiest people literally lose themselves in the feelings, thoughts, and aspirations of others. We should listen carefully to other's thoughts and feelings and show genuine concerned empathy. New ideas or fresh new insights are suddenly revealed or a new interesting idea, project, or event might suddenly come out of the discussion. This all happens because you have shifted your concern towards the other person.

Patience: It is said patience is the greatest virtue. When you are patient you have the capacity to accept or tolerate delay, trouble or suffering without getting upset. Any good and worthwhile task more time and effort than you anticipate. With patience we get good wishes. Patience is a wonderful measure against indiscretion but it is also a means of encouragement. "With love and patience everything is possible". Dr. Daisaku Ikeda.

Forgiveness: Forgiveness means having the power to love unselfishly and freely. Your spiritual power allows you to let go of memories of past injuries, insults, and harm. It means to be merciful to others. Forgiveness attitude has the power to transform and inspire. We should forgive all people who have created hurdles in our life and made it more difficult to us to live. Lack of power and knowledge leads one to commit mistakes and thus becoming weak. To tolerate someone else's mistake is one thing; to forgive them is even greater.

Faith: "Faith is a passionate intuition". William Wordsworth. It is knowing and inner certainty. Faith means that you feel confident in relying upon yourself, upon beneficial outcome of events. Faith brings an inner sparkle of joy in your thoughts, words, and behavior and your face shines. Our faith is tested externally through people, places and things and internally through our mind and personality traits. Society lives by faith and develops by Science". Henri Frederic Amiel.

Empathy: Empathy is an action of understanding and capacity to recognize and to some extent share feelings (sadness or Happiness). It is the ability to view and understand things. "Empathy is full presence to what's alive in the other person at this moment". John Cunningham.

Harmony: Harmony is a consequence of your attunement with nature, people and your own inner being. Harmony contains love, unity, concord, friendliness, and generosity. It is our original blissful state of being. It is Value of living with other in harmony is essential for cultivating a stable, mutually

beneficial society. Harmony means to understand each other and to accept each other, giving each one the space and time to be exactly as they are. It leads to harmonious co-existence. "Harmonizing speech and action is the criterion for character building". Sri Ramakrishna.

Professional Values

Profession means a job that needs special training and a formal qualification and professional means relating to or belonging to a profession. Professional values apply in the workplace. They include accuracy, quality of output, honesty, punctuality, efficiency, cost effectiveness, and trustworthiness. They also include appropriate behavior towards superiors, equals, and subordinates, respectful conduct towards women, no sexual harassment, respect for intellectual property rights, and commitment to contractual obligations, the right to compensation commensurate with work performed, health protection and retirement benefits.

Competence: Competence is the ability of an individual to perform a job properly. Competence provides a structured guide enabling the identification, evaluation, and development of the behaviors. It is a combination of knowledge, skills, and behaviors used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. It is a cluster of related abilities, commitments, knowledge and skills that enable a person to act effectively in a job or situation. Competency can be learnt and developed.

Discipline: Discipline means to adopt a practice and maintain that practice with continuity. When you are disciplined you understand yourself and know your limits whether physical, emotional, or intellectual. Discipline strengthens us and emerges our latent abilities. It also means to fulfill our commitment. Discipline comes from inside that brings unbroken safety.

Determination: Determination is an unbroken line, a backbone. Without determination life becomes scattered. It makes you sit up straight and love everything because it's all part of moving forward. We have to feed determination to nourish the qualities that we wish to keep with us, examining them and using them.

Perseverance: Perseverance is keep going in spite of difficult obstacles. It is pushing our self again and again. It is being purposeful and steadfast. "it does not matter how slowly you go, So long as you do not stop". Confucius. A man is not finished when he

defeated. He is finished when he quits. Perseverance helps when we think of give-up before accomplishing a task. Or when we are not doing things step by step. Victory belongs to the most persevering" Napoleon Bonaparte.

Respect: Respect is to know and acknowledge our own values and to honor the worth and dignity of others. Respect means to honor another person with politeness and hospitality. Maintaining a balance of self respect and respect for others leads to healthy interactions and quality social relationships. Respect means watching and nurturing strength and it is based on awareness that everyone has value because everyone is unique. So respect is keeping himself equidistant between strength and weakness. "He who wants a rose must respect the thorn" Persian Proverb. Respect is behaving in a way which makes life more peaceful and orderly for everyone.

Co-Operation: Great achievements are not achieved along but through the collective inputs of talented intellect and hearts. Courage, consideration, caring and sharing provide the foundation for the process of co-operation. If you are flexible it is very easy for you to cooperate ensure equanimity, empowerment, easiness and enthusiasm.

Responsibility: Responsibility means wanting to be answerable for one and to face a consequence of our actions and to give a response appropriate to the situation. He who assumes his responsibility acts as a free person. Acting responsibility means being reliable, punctual and dependable. Responsibility means to recognize what you have to do and what you have not to do. It means saying true to the aim and duties are carried out with integrity and with a sense of purpose. Moral responsibility is reliable, dependable, and willing to take accountability for who they are and what they do. "The price of greatness is responsibility". Sir Winston Churchill.

Social Values

Societal values are concerned with protecting and caring for the community, maintaining the integrity and cleanliness of the environment, ensuring that the social infrastructures remain in good order and promoting good citizenship and customs. It ensures the continuity and consistency of the social system which comprises, for instance, educational institutions, security, and communication systems. Social values consider personality differences across individuals who lead to a range of preferences for one's well-being and the well being of others. Social Values are based on the assumption that individuals pursue different goals when making decisions for

which the outcome affects others.

Simplicity: Simplicity is beautiful and harmonious. Simplicity in art means simple lines and the essence of form and color. A picture becomes a symbol when the details have been simplified to their essence. It refers to clarity of expression with no distortion in written and verbal communication. Many people who choose to live simply are in tune with the rhythms of nature. In this time of more complexity and hurry, there is no more important personal value than simplicity. Simplify a work not only streamlines it but makes it more effective and productive, leading to greater results when compared to its former complex arrangements.

Flexibility: Flexibility is the subtlety of thought. If there is a complex flow of new feeling. It is an expression of joy, an unbidden somersault in to the air, suppleness of mind and body together. It also means moving with the time, slipping through life as gently and strong as possible.

Humility: Humility exists when you have melted your false, ego or arrogance. It contains a genuine sense of self respect. It also means you accept the people, circumstances and events you cannot change. Humility is to let go and let be. A person with Humility has emotional maturity. It exists when you have melted your ego or arrogance. Humility means you accept the people, circumstances, and events you cannot change. It is to let go and let be. It eliminates possessiveness and narrow vision. It greatness and politeness. A person with humility has emotional maturity and is stable and unaffected by external vicissitudes.

Reliability: Something or someone that is reliable can be trusted or believed because they work or behave well in the way you expect. It is the ability of a person or system to perform and maintain its functions in routine circumstances, as well as hostile or unexpected circumstances. It means that others can depend on you to keep your commitments. "The shift of fortune tests the reliability of friends." Cicero Glerio An.

Equanimity: Equanimity is essence and goal of many spiritual teachings and practices. It means to maintain inner balance in the face of success and failure, riches and impoverishment, praise and blame. There are ups and downs in every turn of life. A person in equanimity in the face of opposing realities is emotionally stable and free. Circumstances come to test you and if you take then at face value you get pushed and pulled in all directions.

Freedom: Freedom is the power to make informed decision and exercise your rights. This is the power

of choice. Freedom means you are free to enjoy your right to think speak and express yourself according to your conscience. True freedom is experience and experimented when parameters are defined and understood. Parameters are determined by the principle that everyone has equally the same rights.

Unity: Unity means to create harmony and agreement with others. It is build from a shared vision which gives the courage to accomplish seemingly impossible tasks. It intensifies feelings of belonging and commitment. Unity is built from a shared vision which gives the courage to accomplish seemingly impossible tasks

Cultural Values

Cultural values give importance to preserving cultural practices, ceremonies, traditions and way of life which might be threatened by the materialist culture of modern times. They maintain integrity of language, behavior, and traditional rites, such as marriages or funerals. They cover art, music; literature and architecture in a general way and at the same time dictate matters of taste, dress, and hospitality, codes of conduct and protocol of ceremonies, festivals and honored guests. Cultural values reflect an individual's ability to synthesize and extract aspects valuable to them from the multiple subcultures they belong to.

Acceptance: Acceptance means that you have come to terms with something, such as your situation in life, the people in your environment, your ambitions and hopes. Whenever you become a barrier of arrogance, you experience a sense of profound acceptance. One of the sign of an ego problem s the refusal to accept something, whether it is criticism, correct on, or the fact that you were wrong, that someone else is more talented, competent etc. When you each acceptance you find peace. Each person is unique in the world; each one has his own style, nature and specialties, strengths and weaknesses. No two persons are alike every live in the same environment. We should accept people as they are without anything their weakness.

Protection: If you don't know the enemy you will be poorly equipped to protect yourself. Anger, greed, lust and attachment are the enemies within the self and in others. To enable men to exercise that power is the power of protection. The best protection any woman can have is courage. A man with convictions finds an answer for everything. Convictions are the best form of protection against the living truth. Max Frisch. A man without vote is man without protection Lyndon B. Johnson.

Tolerance: Tolerance is peaceful co-existence and the ability to keep on going. It is the ability to allow the existence, occurrences or practice of something you do not necessary like or agree with, without interference. It is the inner strength to face and transform difficulties with depth and maturity. When there is lack of love there is lack of tolerance. It is an inner strength which enables the individual to face and transform misunderstandings and difficulties. It develops the ability to accommodate the problems of everyday living. With tolerance power you are never afraid. There are five tests of tolerance. One is bad language and assault from other people. The second is the test of obstacle that comes through circumstances. The third occurs when people you trusted turn against you. The fourth is people's discontent with you over small and large matters, and the fifth is physical, mental, and emotional pain or illness.

Non-Violence: Non- Violence does not only mean not to wound physically but also means not to wound with words or thoughts. It means realizing of God. Non violence leads to the highest ethics, which is the goal of all evolution. It requires a double faith, faith in God and also faith in man. Non- violence and truth are inseparable and presuppose one another. Non violence and truth are inseparable and presuppose one another.

Generosity: Generosity emerges from the spiritual values on which you base your life. Your principled actions create a substantial but intangible wealth that you can draw upon whenever required. You have greatness of sprit do not condemn easily but consider the evidence impartially, without getting emotionally involved. Attention is rarest and purest from generosity. Simone Weil.

Sincerity: Sincerity is a thought comes from the real truth. There is physical, vital and mental sincerity. E.g. Physical sincerity is where your physical actions match is you intensions. Vital sincerity is reasoned and real to begin with. Further it means to understand and accept in the mind the highest ideas of the inner divine. The mind has a personality of its own belief, preferences, traditions, habits etc. The secret of success is sincerity –Jean Giraudoux.

Obedience: Obedience brings stillness. Not the stillness of any movement, but the stillness of everything moving in right direction naturally. Keep the rules and you are totally free. To be still inside, to be obedient to your own principles is one thing, to follow the teacher, silently harmonizing, is also one thing, but to be obedient to circumstances is another. Obedience is fruit of faith. Christina Roosevelt.

Spiritual Values

Spirituality is various way of living. It is a science that facilitates better living. It develops harmony between individuals and the society. Spirituality is not religion it is a practice. Regular practice of any spiritualism will develop a wholesome personality in due course. Purity in thought, word and deed will be obtained naturally by practices of spiritualism. Spirituality in profession will bring growth for the person and the organization. Spiritual values explore the concept of values based management strategies that can both improve the bottom line and strengthen a company's relationship with customers, employees, vendors, the environment, and the world at large.

Introspection: The greatest key to inculcation of divine virtues is introversion. Introversion necessitates speaking only what and when we must which saves time and energy. Where talk is useful I take part with enthusiasm and delight. Introversion does not only refer to being physically silent but as much as possible having attention on one's internal stage and progress. Introvert prefers to concentrate on a single activity at a time and like to observe situations before they participate. Success can be achieved through repeated introspection.

Peace: Peace is simply being it consists of pure thoughts, pure feelings and pure wishes. It automatically puts thing and people in to balanced order. It is the foundation of healthy and functional society stand. Peace is attained when you remember to let situations and events are what they are and become a detached witness. It is creation of positive powerful thoughts.

Courage: Courage is termed a virtue when a person performs acts of courage regularly and frequently. Courage takes the form of value when a person recognizes and avoids its opposites, cowardice. Fearsome situations that demand courage are test of courage. Courage is cultivated by repeatedly facing fearsome circumstances, so the person who believes in the value of courage shuns cowardice as a weakness. Courage is boldness and fruit of consistent effort to play life by the rules.

Self Authority: Self authority was about self control and was most needed when we are provoked or when no one is looking. It is during these times that we needed to exercise authority over self. It is being responsible for our own decisions regarding our self care as opposed to relying solely on the opinion of authorities or others. Developing emotional intelligence is one aspect of developing self authority. "Self mastery is the greatest achievement thereby the mortal becomes immortal". Thayumanavar.

Self-Sovereignty: Self-sovereignty is nothing but consciously present monitoring whatever we do. It is essential human characteristics make us a self – sovereign individual with the use and control of our own body and mind and need to use according to our individual purpose. Only you can control your body, you actions, and the course of your life and there is a certain feelings of power involved in recognizing on are self sovereignty.

Dedication: Dedication is a solemn commitment of our life or our time to some cherished purpose. It is a complete and wholehearted devotion, especially to a career, ideal etc. Confidence is the result of hours and days and weeks and years of constant work and dedication. Creative dedication minority has made the world better. Dreams and dedication are powerful combination. William Longwood.

Self-Actualization: Self Actualization means realistic orientation avoidance of stereo types and there is a great deal of spontaneity and creativity. Development is based o the acquisition of knowledge, understanding and experience. Inside yourself is a place where you live all alone and that is where you renew your springs that never dried up. Pearl S. Buck.

Values are Spiritual Skills

Values are universal ideas of conduct that are intrinsically accept as self evident truths of life, accomplishment, human relationship and spiritual progress. Adherence to high values calls forth the greatest intensity of action and makes possible the highest levels of human accomplishments materially, socially, psychologically, and spiritually. Life is wider than the society, family, and culture. History is a series of events. Human existence becomes history when people have lived long enough worthily. Civilization rises to culture when the values of life are integrated with its living. The ultimate spiritual it is pure being. The being is consciousness. The consciousness of being is bliss. Infinity, Eternity, Peace, Silence, Unity and Truth are aspect of pure Being. Knowledge, goodness and power are aspect of consciousness. Beauty, Love and Joy are aspect of Bliss. The Integration of these values reality is the highest of all human pursuit. To establish these values in one's life is a full time pursuit, which is yoga.

Values Convert Energy into Result

Values are universal principles or ideas that we implicitly accept as guidelines for action. Values are a primary determinant of human accomplishment. Accomplishment is the process of converting human

energy in to results. The energy released by aspiration is given a direction which converts it in to power. When power is expressed through skilled action it generates results. The magnitude and quality of the accomplishment depend on the energy, direction, organization and the skilled applied. Interest, commitment, determination, passion, drive, enthusiasm are some of the ways in which we characterize the intensity of our psychological energy. As physical skill directs our physical energies to produce results, values direct our psychological energies for accomplishment. We can energize our life by making the full effort to implement the values we subscribe to. Once we identify values that are meaningful to us, we can develop strategies to implement them. We may even notice that as we implement values, we experience instances of life response where good fortune suddenly comes to us from seemingly out of nowhere, defying our normal perceptions of what is logical and possible.

Conclusion

Behavior is a focus in Environmental studies. There always has been a debate between nature and nurture. It is the environment in which values do play a role in the behavior of an individual. Ethical values denotes something's degree importance, with the aim of determining what action or life is best to do. These values must be absolute to overridden any human rationalization, weakness, ego or personal faults. Family values are political and social beliefs that hold nuclear family to be the essential ethical and moral unit of society. Family values are important in building trust and confidence in each family member. The family has a rich and deep tradition of forming the basis of all cultures. Family values support the quality of family life. Professional values helps in work with others, in relationship with group, competition, decisions, influencing people, work alone, Knowledge, Creativity, Aesthetics, Supervision, Change and variety, Security, Fast pace, Recognition, Adventure, Gain, Independence, moral fulfillment, Flexible schedule, and status. Naturalize believes that the society depends on natural order. Individual man is the child of society as a matter of exigency. Thus social values are synthetic and bind individuals together. Man may be considered as an important social value. Social values are those values that are connecting to our neighbors, community, society, nation and the world. Cultural values refer to those values that are cherished and practiced for the preservation of a particular culture. It is defined a set

of beliefs values and behaviors. Cultural values in a home become social values in a society. Traditionally being spiritual signified having an attachment to religious values, or matters of the spirit, rather than material or worldly interests. I consider spirituality to be a state in which we are connected to God, Nature, each other and the deepest part of ourselves. Physical values express in how carefully and reliably we handle material things. Vital values express in how pleasantly, harmoniously, generously we relate with other people. Mental Values express in honesty, truthfulness, trustworthiness and idealism. Spiritual values express our faith, sincerity, patience, perseverance, goodwill and self giving. At a certain points the human and spiritual values come together and blend into one another, expressing through spiritualize human values such as selflessness, self giving and gratitude. Thus Values are powerful determinants of fulfillment accomplishment, evolution, and progress. It can address to varying degrees are character, moral development, Religious Education, Spiritual development, citizenship education, personal development, social development and cultural development. Although environmental study focuses on systematically studies human interaction with the environment in the interests of solving complex problems but it is also known as human factors science behavior studies. Therefore Environment and Values are closely related fields. Good character is the outcome of practicing good behavior and Good behavior is the resultant of adopting moral values. Thus ethical decisions are the outcome of having clarity in values. Value based employees are internally motivated persons, naturally inclined to work create opportunities, multi-skilled, proactive, create friends, face problems, with a feeling of We. Value based persons have alternate ways of thinking and are detailed in approach, accept system and strive to improve on it. Life becomes blessings and gets filled with happiness when one practices honesty, locality, integrality, and compassion.

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21 Indian Journal of Preventive Medicine	2	6500	6000	650	600
22 Indian Journal of Research in Anthropology	2	12000	11500	1200	1150
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24 International Journal of History	2	6500	6000	650	600
25 International Journal of Neurology and Neurosurgery	2	10000	9500	1000	950
26 International Journal of Political Science	2	5500	5000	550	500
27 International Journal of Practical Nursing	3	5000	4500	500	450
28 International Physiology	2	7000	6500	700	650
29 Journal of Animal Feed Science and Technology	2	4100	3600	410	360
30 Journal of Cardiovascular Medicine and Surgery	2	10000	8600	910	860
31 Journal of Forensic Chemistry and Toxicology	2	9000	8500	900	850
32 Journal of Microbiology and Related Research	2	8000	7500	800	750
33 Journal of Orthopaedic Education	2	5000	4500	500	450
34 Journal of Pharmaceutical and Medicinal Chemistry	2	16000	15500	1600	1550
36 Journal of Social Welfare and Management	3	7500	7000	750	700
37 Meat Science International	2	5000	4500	500	450
38 New Indian Journal of Surgery	3	7500	6600	710	660
39 Ophthalmology and Allied Sciences	2	5500	5000	550	500
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45 Indian Journal of Surgical Nursing	3	5000	4500	500	450
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Incorporating Hygiene & Sanitation issues in School Curriculum at different levels of Education

Neha Jain*, Pallavi Dubey*

Abstract

Sanitation and hygiene is the core of life; importance of which is being neglected especially when it comes to disabled people and feminine gender. Our honorable Prime Minister Shri Narendra Modi initiated for Swachh Bharat Abhiyan in order to introduce cleanliness to the core of the country to eradicate the root problem of sanitation facility. Although integration of the needs of disabled people is felt neglected in this programme, which should have been necessarily introduced. To change the current hygiene behavior perspectives and continue better hygiene practices in the future, it is important to make people aware to sanitation related issues from initial level that is from school level to university level. This idea to organise school curriculum is the integration of relevant *sustainable* water, hygiene and *sanitation* topics into school education in order to increase pupil's knowledge, change attitudes and encourage action. Bringing water and *sanitation* issues into the school curriculum provides a means of encouraging young people to understand not only the wider water and *sanitation* concepts, but also the effects of their own behaviour on water, its quality and eco systems. The development of the life-skills approach for performing daily basic activities is the part of the existing curriculum for disabled students. Some current issues like designing of sanitary for disabled, overcoming the barriers to accessible sanitation, provision of cost disabled & friendly toilets for disabled and appropriate practical measures/strategies of sanitation for disabled lives in both rural and urban areas should also be included in curriculum for the great benefit to the inclusion of the neglected section of the society. It can be done by introducing these topics in various school subjects such as English, social studies, moral and social sciences, environmental science, home science. This paper throws light on the need for including the sanitation related topics in school and university curriculum. The successful implementation of these subjects and its benefits for disabled students and nation will also be discussed.

Keywords: Disabled; Implementing Curriculum; Sanitation Related Issues; Life Skill Education for Disabled.

Introduction

The fact that most human beings dread death makes environmental health and sanitation important to every individual. This recognition must have influenced the use of idioms such as "prevention is better than cure," "health is wealth," 'cleanliness is next to Godliness.' Environmental

health and sanitation could therefore be said to be phenomena that help to promote a better life (Okonkwo, 2000). Education can help to equip the next generation with knowledge and attitudes that promote the wise use of water and appropriate hygiene behaviour. Studies on introducing water use reduction behaviour show that the most efficient way to affect adult behaviour is through educating children at school. School education can provide an entry point to the community as a whole. Knowledge will provide the basis and motivation for behavioural changes or action. Children can positively influence the practices among their family members suited to supporting the acceptance and effectiveness of other instruments.

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Bringing Attention Towards Curriculum Design for Including Sanitation and Hygiene Issues

It is important that hygiene education is incorporated in the school curriculum. Opinions differ as to whether it needs to become a subject in its own right, or whether it should be part of a wider syllabus of health education, home economics, natural science or civic education. It is not necessary to create a slot exclusively for hygiene education, since it would be most effective when integrated into various parts of the curriculum, such as natural science and civic education. The most important point seems to be that a discussion takes place about whether or not hygiene education should be part of the curriculum, and if it should be graded and examined. UNICEF could be a partner in this discussion. In most cases teaching aids will have to be developed or adapted. Bringing water and sanitation issues into the school curriculum provides a means of encouraging young people to understand not only the wider water and sanitation concepts, but also the effects of their own behaviour on water, its quality, and eco systems. Schools may be better locations in which to enforce certain behaviors in children than the home. Schools can also provide an arena where sanitation can be shown at its best, and certain positive hygienic behaviors (hand washing with soap before eating and after going to the toilet) can become an engrained habit at a young age.

Personnel Involved in Needs Assessment

A needs assessment at national level should include the departments involved, namely, education, health and public works, as well as international organizations and NGOs. Preferably a participatory needs assessment should be carried out, whereby all partners get a chance to voice their opinions and to share their expertise. If important potential actors in the field of sanitation are not involved national support activities will not be optimal and it may even lead to actors negatively influencing development. For example, if teachers are not involved they may negatively influence school sanitation activities. The basic professional training of school teachers should include education related to sanitation and hygiene and to a participatory way of working. Teachers already in service have to get the opportunity to upgrade their knowledge and skills in this respect. Regular interdisciplinary workshops involving school teachers, health workers, planners, etc., can contribute significantly to the necessary cooperation and coordination of activities.

Hardware & Software Approach in Sanitation

School sanitation and hygiene education (SSHE) therefore refers to the combination of hardware and software components that are necessary to produce a healthy school environment and to develop or support safe hygiene behaviours. The hardware components include drinking water, hand washing and excreta disposal, plus solid waste disposal facilities in and around the school compound. The software components are the activities that promote conditions at school and practices of school staff and children that help to prevent water and sanitation-related diseases and parasites (UNICEF and IRC, 1998).

Right to Basic Facilities in Schools

School Sanitation and Hygiene Education (SSHE) is a very attractive issue not only from the political but also from a social perspective. It is based on the premise that children have a right to basic facilities such as school toilets, safe drinking water, clean surroundings and information on hygiene. If these conditions are created, children come to school, enjoy learning, learn better and take back to their families concepts and practices on sanitation and hygiene. In this way, investment in education is more productive. Such conditions have an even greater positive outcome for girls who often stay away from or drop out of schools which do not have toilet facilities. Although it is necessary to include SSH in the curriculum of teacher training institutions, this is in many cases a long-term objective. Including SSH in the curriculum does not reach teachers who have already been trained. As long as SSH is not a regular part of the programme in teacher training institutions a short-term objective of training teachers in SSH could be established. This could, for instance, be in the form of one- or two-day orientations for teachers during the holidays.

Teacher Training and Support

In order to become effective promoters and implementors of SSH, teachers require a certain level of hygiene awareness and commitment. This includes: a working knowledge of the relation between water, sanitation, hygiene behaviour and health; awareness about their importance as a role model, resulting in proper hygiene behaviour; skills to work with students in a participatory way; commitment to bring about improvement in them, or to get third parties involved if necessary. Training of teachers is a key element for effective hygiene education. It should also include effective teaching methodologies, e.g. the use

of participatory techniques. For bringing about or facilitating improvements in the water and sanitation situation, teachers will need to know how and where to apply for assistance, how to mobilize community members, etc. Construction of toilets at the teacher's premises will help enhance the teacher's appreciation of sanitary facilities and at the same time be a motivating factor. Selection of teachers for training should be done carefully. Selection criteria include: the teacher can act as a role model and have good contacts in the community, the teacher has a genuine interest in SSH and the teacher can be allocated some time for taking SSH activities in the school a bit further. Care should also be taken that male as well as female teachers get involved in SSH. However, as we have seen earlier, teachers may not be able to put their knowledge and commitment to effective use if the curriculum does not allow for hygiene education, or if agencies do not respond to requests for assistance in the provision water and sanitation facilities. Training of teachers should therefore never be carried out in isolation, which also calls for interagency cooperation. The basic professional training of school teachers should include education related to sanitation and hygiene and to a participatory way of working. Teachers already in service have to get the opportunity to upgrade their knowledge and skills in this respect. Regular interdisciplinary workshops involving school teachers, health workers, planners, etc., can contribute significantly to the necessary cooperation and coordination of activities.

By Others Experiences

The curriculum naturally offers opportunities to teach about dirt and disease and what can practically be done to improve health through better sanitation and hygiene. Construction and use of appropriate child friendly sanitary facilities (hand washing stations, soap and toilets) can be especially effective in reducing the incidence of diarrhea. Imitation is one of the most successful forms of learning; hence young children will look to their older brothers and sisters or to older school friends to adopt new behaviors and life skills.

By School Curriculum

Another idea to organize a school curriculum is the integration of water and sanitation issues into regular school subjects like geography, history, biology etc.

In Science and biology teachers can use specific themes like diseases related to water supply and

sanitation to integrate water and sanitation issues into education. Water-related topics are great opportunities to integrate practical real-life situations rather than focussing on more abstract topics. By using a topic like water, pupils can practice skills such as researching issues, debating, studying the economics of decision making and developing marketing material. Some examples of such integration into regular school subjects are-

- Water and geography: Where does the water come from, from which streams, and where does it drain?
- Water and chemistry: How is the health of a waterway determined? What types of tests are typically performed?
- Water and language/art: Create a song or poem on a water issue.
- Water and mathematics: Calculate how much water a family uses at home.
- Water and History: Compare and contrast how the use of the river has been changed over the years.

By Field Experiences

Actual local projects can be used as learning classrooms for water management lessons, and visits to water infrastructures may broaden the learning process. Naturally, teachers (and principals) are the main actors to use this tool, because schools provide unique opportunities for awareness raising as they bring large groups of people together for learning purposes and usually have systems for production and dissemination of educational material. One way to organize a curriculum for education is to use themes. The content of the themes should vary according to the location and should be based on assessment of the attitudes, behaviours or diseases that are prevalent in that area. Possible content can be divided into four basic themes.

1. Water, sanitation and waste in school, homes and community - including the different types of water sources; the transport, handling and storage of drinking water and different types of waste existing within a community (such as human excreta and rubbish) and how these differ in terms of cleanliness and risks to health.
2. Personal and food hygiene in school, homes and community (including food vendors) - covering conditions and practices that are either positive or negative and the reasons, ways and means to change the latter.

3. Diseases related to water supply and sanitation that have an impact on someone's health—including information on the incidence and transmission, as well as the prevention, of diseases in the local environment.
4. Facilities for water, sanitation and hygiene within schools, households and the community. This category may cover topics such as the planning, construction, maintenance, management, monitoring and use of water supply, excreta disposal and other existing facilities.

Conclusion

Environmental Sanitation goes beyond occasional street sweeping and the clearing of dirty drainage systems, it embraces personal hygiene and purification for spiritual and health purposes, as well as the control of all the factors in man's physical environment which exercise or may exercise a deleterious effect on man's physical, mental or social well-being. The success of a school hygiene programme is therefore not determined only by the number of toilets constructed and the number of hand pumps installed or water connections built. Nor is the success of a programme determined simply by what children know. Knowledge that is not applied to hygiene behaviour in practice has no impact on health. The provision of safe water and sanitation facilities in schools is a first step towards a healthy physical learning environment benefiting both learning and health. However, the mere provision of facilities does not make them sustainable or produce the desired impact. It is the use of technical facilities and the related appropriate hygiene behaviours of people that provide health benefits. In schools, hygiene education aims to promote those practices that will help prevent water and sanitation-related diseases as well as promoting healthy behaviour in

the future generation of adults (Burgers, 2000).

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Accrediting Self Financing Colleges of Education: Perspective of an Assessor

P. Prema

Abstract

Accreditation has been made mandatory by the University Grants Commission (UGC) three years back and hence many colleges have started submitting their Self Appraisal Reports (SAR). Preparation of Self Appraisal Reports and for Peer Team visits are challenging indeed, especially for the institutions aspiring for first accreditation. This article focuses on the assessor's point of view, written with the expectation that this would serve as a useful guideline for such colleges. The earlier part of the paper deals with the author's own experience as an assessor and the later part gives an account of dimension wise analysis of quality aspects stipulated by the National Assessment and Accreditation Council.

Keywords: Accreditation; Assessment; Consultancy; Curriculum; Governance; Self Appraisal Report; Student Progression; Student Support Services.

The provision for enhanced access to higher education as an inclusiveness initiative presupposes public-private partnership as a large number of youths is yet to get this facility. Hence, our Government encouraged starting of several self financing colleges of arts, science, engineering, education and medicine with the hope of increasing the Gross Enrolment Ratio from 20.4 to 30% by 2020. The role played by self financing institutions is par excellence in joining hands with the Government in providing access for youths to higher education. There are very good such institutions which have grown into universities that enhance employment opportunities to several educated youths. However, the mushrooming of such colleges started without any man power planning has resulted in deterioration of standards of education especially at higher level.

Since accreditation has been made mandatory by the University Grants Commission (UGC) three years ago, many colleges have started submitting their Self Appraisal Reports (SAR). Assessing thousands of colleges is a mammoth task, but has to be done at any

cost. The first conscious quality initiative by any educational institution is this.

The author has visited over 70 colleges including a university for the purpose of accreditation, affiliation or recognition. Hence, it was felt that sharing of experience will be of help to the institutions aspiring to undergo this exercise.

The author wants to initially present her own experiences in a University where she served in the capacity of the Dean and the Head, Faculty of Education. The university had to submit a detailed self appraisal report for the assessment period of five years. Preparing for first cycle of accreditation by National Assessment and Accreditation Council (NAAC) was a challenging, thrilling and sometimes exhaustive task too. As the first initiative, disposal of condemned and damaged furniture and obsolete instruments was done. This task alone took a few months. After disposing them of, many departments got extra rooms and space; this was a revelation that NAAC visit gave the staff. Filling up dozens of forms with umpteen numbers of columns, rows and questionnaires was the next task which indeed sensitized the teachers on quality dimensions and expectations of assessors. The author shockingly realized it was a big mistake not properly recording events or keeping files of a number of activities of the department such as organizing refresher courses,

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summer training programmes, seminars, conferences, workshops, guest lecture programmes, participation by staff as resource persons in conferences, academic visits, curricular innovations, revisions, introducing innovative curriculum transaction strategies, visits by experts from abroad, inter- departmental and inter-faculty exchanges of expertise of the teachers, achievements by present and old students in academics, co-curricular activities and sports, outreach programmes, camps, rallies, non traditional organizational arrangements, publication activities of teachers, awards and recognitions received by the faculty members and the like. The significance of recording, maintaining and prompt updating of files dawned on the minds of every one. Thanks to the authorities who insisted on undergoing this wonderful exercise.

After a frantic search, nay rather hunt for half-written, damaged and misplaced files, some 50% of the work done by the department could be retrieved, arranged and submitted to the university as the SAR of the Department.

The Internal Steering Committee coordinator along with the Internal Quality Assurance Cell (IQAC) coordinator consolidated the SAR of the Departments, Constituent colleges, Centres, Cells and Clubs and prepared a master Self Appraisal Report of the University for submitting to NAAC. After the visit dates were agreed upon, rehearsals started. The author was fortunate to serve a university blessed with excellent Vice Chancellors who clearly directed the entire team of staff. The first step was a power point presentation of the SAR by the Head of the Department or the College in the presence of the colleagues. Then, after incorporating their suggestions, the School level, Faculty level presentations were made in the presence of a larger audience of staff who were part of the School and the Faculty. After reviews, criticisms, modifications, enrichments, the power point slides were ready for presentation by all the Heads of Departments in the presence of the Vice Chancellor. This exercise facilitated enormous inter-departmental collaboration and cooperation and above all mutual learning, enrichment and enlightenment. The mock visit instilled confidence and helped to adjust timings and to decide on highlights of presentation.

The author feels that a compilation of strategies and methods adopted by 'A' grade institutions in the form a publication would serve as a guide for those first time aspirers. Besides, a workshop by Deans may be organized for the needy to disseminate the new knowledge.

Now the scenario in self financing colleges is discussed. NAAC accreditation of a college is instrumental in alerting on quality dimensions of an institution of higher education with its strengths and limitations. This academic self-auditing makes everyone conscious of the need to sustain quality since education is a service. The NAAC Peer Team members give the management and the staff ample directions for the institution's growth, aspects of consolidation and expansion with a clear perspective plan.

Since the preparation of SAR for the first time is a tough task, many colleges outsource it conveniently, which necessitated the NAAC to insist on getting an explicit certificate from the Principal or the Head that "the report was not outsourced"! However, for want of needed guidance for preparation of SAR, the heads or the managements seek the help of some persons well versed in writing the SAR. This has become a profitable business in the present context! Considering the number of colleges to be accredited, a one-day workshop may be organized by universities with potential for excellence to minimize the unwanted practice of outsourcing writing of SAR; this may be done charging a registration fee from the colleges which will be far cheaper than the amount charged by hired report writers. The Peer Team can easily find out the nonsensical and absurd statements in the outsourced reports. There are many absurdities, but to quote a few will be a warning for those who outsource- In an all women's college the report says 'men and women students are treated equally in this college' and in another report in a similar college there was a statement that 'there is no incident of harassment of girls by men students'! In some reports, in addition to unbearable linguistic and syntactic errors, inconsistencies and contradictions are very common. One can write a separate thesis on these reports based on an analysis. It may be presumed that the remuneration given by the NAAC to Peer team Members is mainly for reading the report in order to bring some sense out of nonsense! Thanks to the corporate culture which makes essential services commodities for purchase! So education is no more a service but a commodity for marketing and sale! During the gurukula days of ancient India, students came in search of Gurus (teachers) and now it is the colleges advertising attractively to entice the aspiring students; this is sishyakula indeed! (Sishya is the student)

In some good institutions, the preparation of SAR is done jointly by the teaching staff. In others, only one or rarely two prepare the report. In extreme cases, no one knows who wrote the report and when assessors ask questions or clarifications referring to

page numbers, the blank and miserable looks on the co-ordinators' faces stand as a proof to show how they are victims of the current market-driven trends in education.

In a few colleges, the reports were ideal, neat and theoretical. But the facilities and practices were only in paper and far from reality. In substandard institutions, the gap between the statements in the report and the actual experience in the institution was very wide. Rarely, there were two to three institutions with bad reports but were actually doing well. Ah, what a variety! One thing in common among all the self financing colleges is that over three-fourths of them expected to get an 'A' grade though not explicitly stated!

Stage management is obvious in most institutions; overdoing this irritates the assessors. As was mentioned earlier, a day's training for principals and management officials (correspondents, secretaries, directors, presidents) would be useful to present a clear idea about assessment and accreditation. Only very few institutions get the help of those already accredited with a good grade or are capable of making use of websites that give clear instructions or reading the SAR of good institutions online.

Once the dates of visit are finalized and the assessors' details communicated by NAAC to the institutions, it is expected that the institution would contact the peer team members well in advance. In general NAAC sends all the relevant materials and documents well in time. But experience shows that the response of 65-70 percent of the institutions is slow and almost nil as they are immersed in giving face lift to the college, file-writing, record and album preparation, not remembering the need either to speak to or send emails to the peer team members. Very often the peer team has to take the initiative of asking for the details of location (thanks to Google maps!) and contact person(s) receiving the team at the airport / railway station.

Now, a dimension-wise analysis of the trends in the activities of self financing colleges is taken up. What is true of colleges of education may be true of colleges of arts and science as well.

Curricular Aspects

The first dimension is 'Curricular Aspects'. In 99 percent of the institutions the scope for revision, innovation and updating is claimed to be limited, with every college stating that they simply adopt the curriculum prescribed by the affiliating university which is true also. In a few cases, there is no proper

link between the university and the affiliated colleges which, on account of location disadvantage or similar reasons, rarely receive communications from the university about the on-going programmes like refresher courses, seminars and expert lectures. If the colleges are left with a feeling of isolation, why do universities charge affiliation fee, re-affiliation fee, etc.? Staff from self-financing colleges reported that their suggestions and feedback, even valuable ones, were not considered by the Chairperson, Board of Studies. Why this isolation? Are these chairpersons know-alls from heaven? Absence of intellectual openness is a hurdle for academic growth on both sides - university and the affiliated colleges. Earnestness will be a rewarding experience and a sincere professional is ever humble to learn. On the other side, the author came across in some autonomous colleges even students have a say in curriculum update. In one girls' college in Tamil Nadu affiliated to the University where the author served, a second year undergraduate student of computer science suggested inclusion of a customised unit on current trends in computer science to justify the fast growth in the field. She also proposed a compulsory question be asked from the said unit. Her suggestion was incorporated by the members of the Academic Council. In 1976 when the University of Madras revised the curriculum for M.A. Indian Philosophy, the suggestion to include Christianity and Islam as subjects to be added to Hinduism, Buddhism and Jainism, given by the author when she was a student, was well taken and incorporated in the syllabus.

The peer team members have to guide the institution as to how the staff can make visible impact and be heard by the Chairperson, Board of Studies. Only a microscopic minority of teachers are in the Board of Studies. University regulations may be modified in order to include at least two senior teaching faculty members with consistently bright academic and professional record in the Board of Studies; where not possible, they have to be permitted at least as observers since it is they who transact the curriculum. Those who are interested can participate in the meetings of the Board of Studies as observers without claiming any allowance or fees, as the author did as a non-member during the earlier stages of her career.

Teaching, Learning and Evaluation

The second aspect is 'Teaching, Learning and Evaluation' for which maximum weight is allotted. Teacher educators have abundant knowledge of a

variety of instructional approaches and techniques; but unfortunately they adopt lecture as the only method which is rarely supported with technological devices. The hesitation to integrate technology into teaching is quite common even among the younger generation. E-resources which are gold mines of knowledge are either unutilized or underutilized.

Non traditional approaches to teaching could not be observed during the visits and interaction with teachers confirmed that innovative techniques are for theoretical presentations only. Experiential, observational, participatory teaching techniques are not employed while teaching. If teacher educators who are expected to be method masters do not employ such techniques, who else will use them? A good teacher is his/her own source of technology. The method masters are expected to provide direct, purposeful, experience to the learners; but in reality, students are given indirect, purposeless, theory! The assignments given to the students rarely demand their original thinking and creativity, as a result of which they conveniently resort to 'cut-copy-paste technique' making this part of internal assessment a mere ritual. A resourceful teacher would give assignments that are challenging, thrilling and hence enjoyable endorsing the units theoretically learnt through practical exploration. Our system of education sees to it that by the time a child enters the primary school, curiosity and creativity die a natural death! Then how to expect Nobel Laureates of both Indian origin and nationality?

Research, Consultancy and Extension

Next is the major aspect of 'Research, Consultancy and Extension'. Almost in 95% of the B.Ed. colleges research is a casualty. In one college though all the 10 teachers had Ph.D. qualification, not even one minor funded research project was carried out! A change in the outlook of doctorate degree holders that Ph.D. is not just an ornamental qualification but an introduction into the fascinating world of research should happen. If teachers realize that teaching and research are two sides of the same coin, then it will be easy for them to develop and imbibe research culture in the campus. Once the advantages of funded research projects in the form of generating human and material resources and deriving pleasure in bringing out useful policy changes are realized, then no force can stop the teachers from doing research. Since teachers are poorly equipped to carry out meaningful researches, the quality of research done in these colleges is far below the expected standard. In an institution, the author was surprised to come

across one M.Ed. thesis with the title 'Problems in Commerce Education' which could be an essay topic! If guides themselves have not done original researches, how can they encourage and insist good work from their wards? The rampant position corruption by the research supervisors in the form exploiting the wards in every possible manner kills the spirit of enquiry and happiness derived out of innovative researches by the scholars. It is high time that a serious research auditing was done.

About the quality of publications in the form of articles and books, the less said the better. How can good papers emerge out of sub-standard research work? Inconsistencies, language errors and plagiarism are commonly found in research articles published by some journals that charge a 'publication fee', which the author has never heard of two decades ago. People have started losing faith in the value of ISSN and ISBN numbers on account of recent developments in the procedure to obtain such numbers which the author does not want to elaborate.

The author wonders when people ask for the impact a research study in education has made. Here a clarification needs to be made; the R and D (Research & Development) link is quite strong in sciences on account of the immediate market value and applicability of the findings. But education takes years or even generations together for making perceptible impact which is long term, indirect and not necessarily in terms of individual returns but social benefits. To quote a famous saying:

'If you are planning for a year, plant paddy;

If you are planning for ten years, plant trees;

If you are planning for a century, educate'.

This means one has to be patient to reap the benefits.

Similarly, consultancy in education can be only informal and questions on patents and revenues generated apply to the sciences in general; hence assessors will have to keep these factors in mind while seeking information on this aspect.

The dimension of extension is taken up seriously by 30% of the colleges, whereas the rest do it as a mere ritual for satisfying the NAAC assessment requirement. An account of organization of Blood donation camps, voter and literacy awareness camps, women empowerment and AIDS awareness rallies are invariably found in almost all the SAR of the colleges. On account of stunted thinking extension work has not gone beyond this. For focused community outreach activities, it would be desirable if adoption of a village is done. Helping children learn English and Mathematics better, educating on safe use of

domestic electrical and electronic appliances and proper use of fertilizers, pesticides, insecticides, creating awareness on Government welfare schemes for girls, women, expecting and lactating mothers, senior citizens, sensitizing on personal hygiene and environmental cleanliness are a few areas for concentration. The list is only suggestive and not exhaustive. If these activities are carried out in the village adopted by the institution, then some positive changes may be visible over a period of years.

Infrastructure and Learning Resources

The dimension of 'Infrastructure and Learning Resources' is helpful for self financing colleges to score maximum points. In general, the number of classrooms, halls, laboratories, computer room, staff and office rooms are more than necessary and well maintained with adequate budget allocation. But miserably they are underutilized. While Government and Government aided colleges face space and human resource crunch, they are plenty in private colleges. In one college of education, the author came across a science laboratory with permanent fittings (a rare thing to see in these colleges); but much to her dismay not even one experiment was conducted. Further, in another institution there was a smart classroom which was used only once in an academic year for teaching the microteaching cycle – a training technique adopted to carry out teaching initially in simulated conditions. Smart classrooms are rich learning sources helping in technology integration making teaching – learning a rewarding experience. In one University accredited by the author there was a spacious, well equipped and ventilated library with latest references, but the picture given by the librarian would make any serious academician unhappy. The borrowing of books both by the staff and the students was minimal. In a developing country like India, on the one side people lament on scarce resources; on the other there is underutilization of the resources available. This mismatch must be rectified by the planners. In many colleges the total number of books was just as prescribed to be the minimum requirement by the National Council of Teacher Education (NCTE). It is strange that only in providing facilities or submitting assignments the minimum becomes the maximum!

Student Support and Progression

The fifth dimension is 'Student Support and Progression'. Depending on the need and demand, student support services are provided by all the institutions in general. However, information on their

progress is incomplete which points out to the need for a strong alumni association. In 99% of the colleges the alumni association was not registered and in over 85% they were formed for the purpose of satisfying the NAAC requirement. Both the college and the alumni need orientation about their roles in capitalizing on mutual strengths. Wash room facilities, safe drinking water, health facility, rest rooms, need based transportation and residential facilities are provided. In charging of tuition fee, there are wide inter-college, inter-university and inter-state differences. In one of the states while one college was charging Rs. 25,000 as the fee, a neighbouring college was charging Rs. 85,000 – both affiliated to the same university. How can this be allowed to happen? There is a need for proper regulation of fee and other charges taking into consideration the socio-economic status of the immediate community and geographical location of the college. In a Naxalite - inhabited area, even 50% of the students do not attend the college for the fear of being kidnapped. Assessors should keep such contexts in mind during their visit.

Governance and Leadership

'Governance and Leadership' is a dimension which scores uniform points in almost all the colleges; managements in general are supportive, proactive and keen in retaining the principal as it is difficult to get persons with the stipulated qualification. Though job hopping seeking greener pastures was common among teaching staff earlier, presently this trend has changed as the management is trying to keep the senior staff by giving incentives and increments. Good managements implement several staff welfare schemes such as maternity leave with pay, sponsoring staff for participation in conferences or refresher courses, fee concession or waiver for children of staff, free board, lodging, medical and transportation facilities. In many institutions the perspective plan is perceptibly missing. This may be developed jointly with active participation by all the stakeholders.

Innovative Practices

The last dimension of 'Innovative Practices' is the most misunderstood one; activities which are essential curricular requirements are projected as innovations! Unique strategies that differentiate the college from others should be presented highlighting specific achievements in each assessment dimension. This was not done barring one or two colleges. Introduction of new curricular units, new programmes, successful individualized non

traditional teaching strategies, giving assignments that demand original thinking and application of theory learnt, different seating arrangements to facilitate different types of group activities like quiz, debate, discussion, simulation, role playing, dramatization, brain storming, buzz, implementing new policy implication studies and evaluative researches of Government flagship programmes at various stages of implementation, adopting one most backward village for holistic outreach activities over two or three decades, adopting a poorly equipped primary or upper primary school, innovative use of infrastructure, forming an academic enrichment forum for exchange and dissemination of new knowledge generated through research and participation in national and international conferences, joint programmes with sister institutions, District Institutes of Education and Training, new approaches to teach children with special abilities and disabilities are a few ideas worth trying.

The peer team members should assume that they only 'visit' the institution and not 'inspect' it in the sense of an agency giving grant to the college. It is the duty of every member in the peer team to sensitize the staff, head and the management about the priorities

in higher education with a stress on quality. As first time aspirers are a bit nervous, they should assure that the team is a friendly one with no intention of finding fault with the college.

Objectivity, transparency, and an earnest concern for sustaining quality in the assessment and accreditation of educational institutions will ensure success of the noble journey towards the inclusive, accessible, quality education to everyone in need, especially those youths for whom the Government has encouraged establishment of the self financing colleges all over India. If the dream of making India an egalitarian socialistic republic should come true, then both the Government and the private institutions should realize that it is in their hands only. Empowerment of underprivileged men and women is the first step to make India a super power.

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Developing Hobbies for a Lifetime

Sandeep Hegde

Abstract

Pursuing a hobby is one ritual every individual is habituated during their early days of childhood and for many later into adulthood as well. A hobby or a leisure activity is generally pursued for pleasure and for creatively occupying one's spare time. For some individuals pursuing a hobby would entail passion for that activity eg: a sport or an adventure activity. Very few individuals would spend time in understanding the significance of pursuing a hobby with respect to one's personality and its implications on a professional career. This research paper purports to achieve this aim. Organizations are now using big data from the internet sites like facebook, LinkedIn, Instagram and other social networking websites for recruiting of its employees. Social intelligence is now in-built in the organization's core processes. Knowing employee's hobbies and leisure pursuits help organizations in attracting, recruiting and retaining the right "fit" talent for the organization. This research paper highlights these factors and elaborates on how individuals could develop their hobbies for a lifetime.

Keywords: Hobby; Leisure; Passion; Personality; Personality Traits; Personality Development; Recruitment; Career; Career Anchors; Mid Career Crisis; Learning; Early Childhood.

Introduction

As a Technology Recruiter, I had been asking a very pertinent question to all my prospective employees – *"What are your hobbies?"* This question has been asked by me several times to many fresh recruits as well as executive level candidates during my interviewing process. You would ask me *"Why this Question?"* and *"What were the responses for this question?"*

I would answer the latter first. The responses to the question on one's hobbies were numerous, strange and many times humorous like walking, talking, reading, day dreaming, cycling and one even gave the response as sleeping. Such and many such responses were given to a very simple sounding question.

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Now coming to the former, *"Why this question?"*, *"This is a very simple and straight forward sounding question, why do you unfailingly ask the same in all your interviews?"*. I would answer the query by my golden principle as a recruiter

"Hobbies Depict Human Personality"

Psychologist Gordon Allport (1939) defines personality as *"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment"* [1,2].

Review of Literature.

The North Western University's Kellogg School of Management Studies, findings of a two-year study of 120 HR Managers, showed that candidates were being selected for personality/culture fit and this was largely based on the hobbies and interest section of their resume. Yes, it seems like synergistic hobbies and interests that were in step with the business were actually shown to be more important than qualifications and experience in the candidate

assessment process [3].

The above mentioned study was conducted by Lauren A. Rivera of the North Western University, Illinois, USA. In her research paper titled "Hiring as Cultural Matching: The Case of Elite Professional Service Firms" published in the American Sociological Review, 2012, Lauren has mentioned that the notion of cultural fit, or perceived similarity to a firm's existing employee base in leisure pursuits, background, and self-presentation, was a key driver of evaluation across the services firms being surveyed by her. Evaluators described "fit" as being one of the three most important criteria they used to assess candidates in job interviews; more than half reported it was the most important criterion at the job interview stage, rating fit over analytical thinking and communication [4].

Ernst & Young (EY) London, commissioned Longitude Research to conduct an online global survey on the role sports play for female executives in leadership development and teamwork in business. In May 2013, 821 senior managers and executives, 40% of whom were female, from a wide range of industry sectors participated in the survey. All companies have annual revenues in excess of US\$250 million. Approximately 54% of male respondents and 44% of female respondents were C-level, or board-level, executives.

The EY survey shows the important role of sports in the development of leadership skills for female executives and their ability to motivate teams. The EY survey of 821 senior managers and executives (40% female, 60% male) found that in comparing C-level female respondents to other female managers, far more had participated in sports at a higher level. Interestingly, 55% of the C-suite women had played sports at a university level, compared with 39% of other female managers.

The vast majority (90%) of the women surveyed had played sports either at primary and secondary school, or during university or other tertiary education, with this proportion rising to 96% among C-suite women.

The survey also found that almost three-quarters (72%) of women agree that individuals who engage in sports at some level, or have done so, participate more effectively within teams than those who have not had this experience. A similar number (76%) of women also agree that adopting behaviors and techniques from sports to the corporate environment can be an effective way of improving the performance of teams [5].

The above literature review of relevant recent global

research proves that hobbies and other leisure activities have gained importance in recruitment and selection processes of global organizations. Hence, the need for understanding how hobbies could be developed for a lifetime.

Personality Theories

Most psychologists agree that personality includes the behavior patterns a person shows across situations or the psychological characteristics of the person that lead to those patterns (Morgan, 1956).

Psychologists have studied personality in a number of different ways. Theories of personality have emerged based on these studies over a period of time. Some of these Theories are: (Morgan, 1956)

- a. Type and Trait approach, which focuses on people's characteristics like shyness, risk taking, etc.
- b. Dynamic approach, which emphasize on the individuals interactions with the external world.
- c. Learning and behavioral approaches, which emphasize ways in which individuals acquire habits through learning process, also called as basic conditioning.
- d. The humanistic approach, which emphasize the self and the importance of the individual's subjective views of the world [6].

We try to understand hobby or a leisure activity as one of the factors influencing human personality from the learning and behavioral approach school of psychology. This school of personality theory emerged from experiments in classical conditioning, instrumental conditioning and cognitive learning. Psychologists of this school of thought believed that many of the behaviors that make up personality are conditioned or learned [6].

Sigmund Freud, the psychologist who propounded the psychoanalytic theory believed that the mental development in the child is mostly completed by the early childhood stage. This means that many behaviors that are learned are often as early as childhood. The behavioral approach also assumed that an individual's environment of existence helped in maintenance of these behaviors [6].

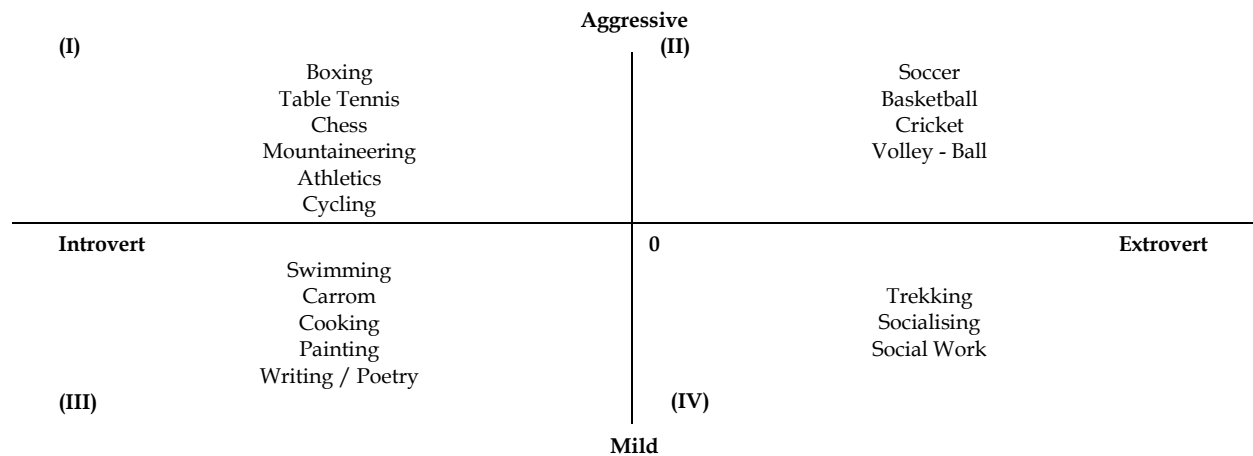
Following the learning and behavioral school of psychology, we can elaborate on hobby as one of the learnt behaviors that could be nurtured by one's environment.

The trait theory of personality has been used extensively by psychologists to understand personality and job fit characteristics. Holland (1973)

has defined job – personality fit dimensions based on the trait theory [7].

A human personality has 16 factors (16 PF) or dimensions of one's personality. Psychologist, Raymond Cattell has defined human personality as having 16 personality factors or dimensions based on behavioral patterns. [8] As a recruiter, we look for 4 major personality traits using the 16 personality factors.

Extraversion (E) V/S. Introversion (I)



Source: Author

Fig. 1: Personality dimension and hobbies

Most of the hobbies would fall under any one quadrant or sometimes may overlap between any two. Let us take a look at what these quadrant depict about

your personality vis-à-vis your hobbies. This is illustrated in the figure 2 below.

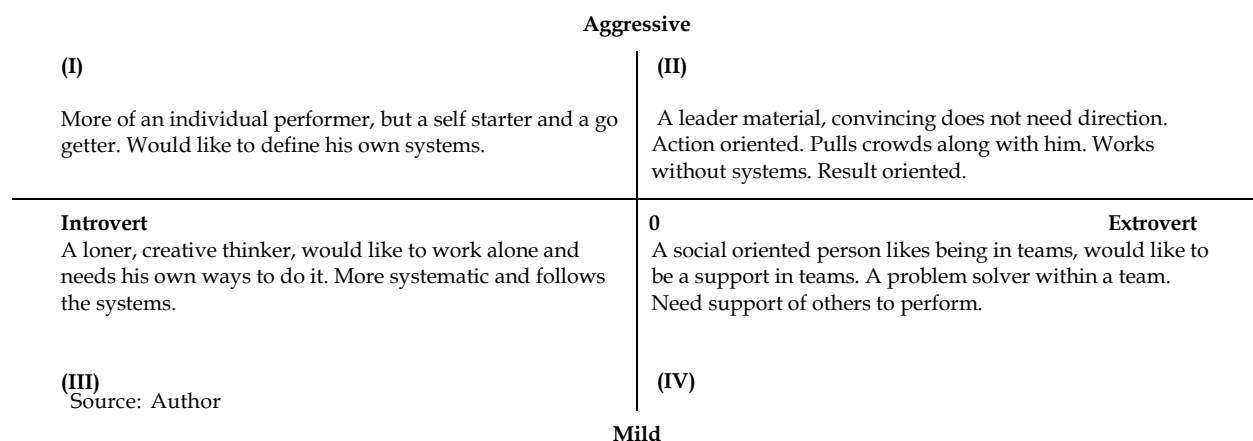


Fig. 2: Hobbies and the individual behaviors.

Based on the above personality quadrants we define a personality – job fitment. This is illustrated

in the figure 3 below.

Aggressive	
(I) <ul style="list-style-type: none"> • Planner / Strategists • Financial Wizards • Quality professionals • Trainers 	(II) <ul style="list-style-type: none"> • Sales persons • Marketing Personnel • Union Leaders • Team Leaders • Line Managers
Introvert <ul style="list-style-type: none"> • Advt.& Communication • Creative artists • Copy writers • Playwrights • Researchers • Computer Programmers 	0 <ul style="list-style-type: none"> • Computer Systems Analyst • HR Professionals • Social Workers • Entertainers • Event Managers • Teachers
(III)	(IV)
Mild	Extrovert
Source: Author	

Fig. 3: Personality dimension and job fitment

Therefore your hobby indicates to your personality type and that in turn would indicate as to which professions or job type would suit your personality. Therefore as a recruiter I always ask this pertinent question, "What are your hobbies?".

Is it so simple that by asking this simple question and by placing the candidate in one of the quadrants

we can judge him or his personality? The answer is "NO". Judging one's personality based on his hobbies does not end here. We can further understand a few more critical parameters regarding a person from his hobbies. I cite an example of "Emotions" as one of the parameters to judge a person. This is illustrated in figure 4 below.

Aggressive	
(I) Can be self centered, shrewd, less emotional to others feelings. Can face stress but keep to themselves	(II) Least emotional, less sensitive to others, rather rough and tough. Can take stressful situations easily. High emotional stability.
Introvert Low emotional stability. Self sensitive. Cannot face stressful situation with ease. Day dreamers. Can have self pity.	0
(III)	(IV)
Mild	Extrovert
Source: Author	

Fig. 4: Emotions as a personality dimension

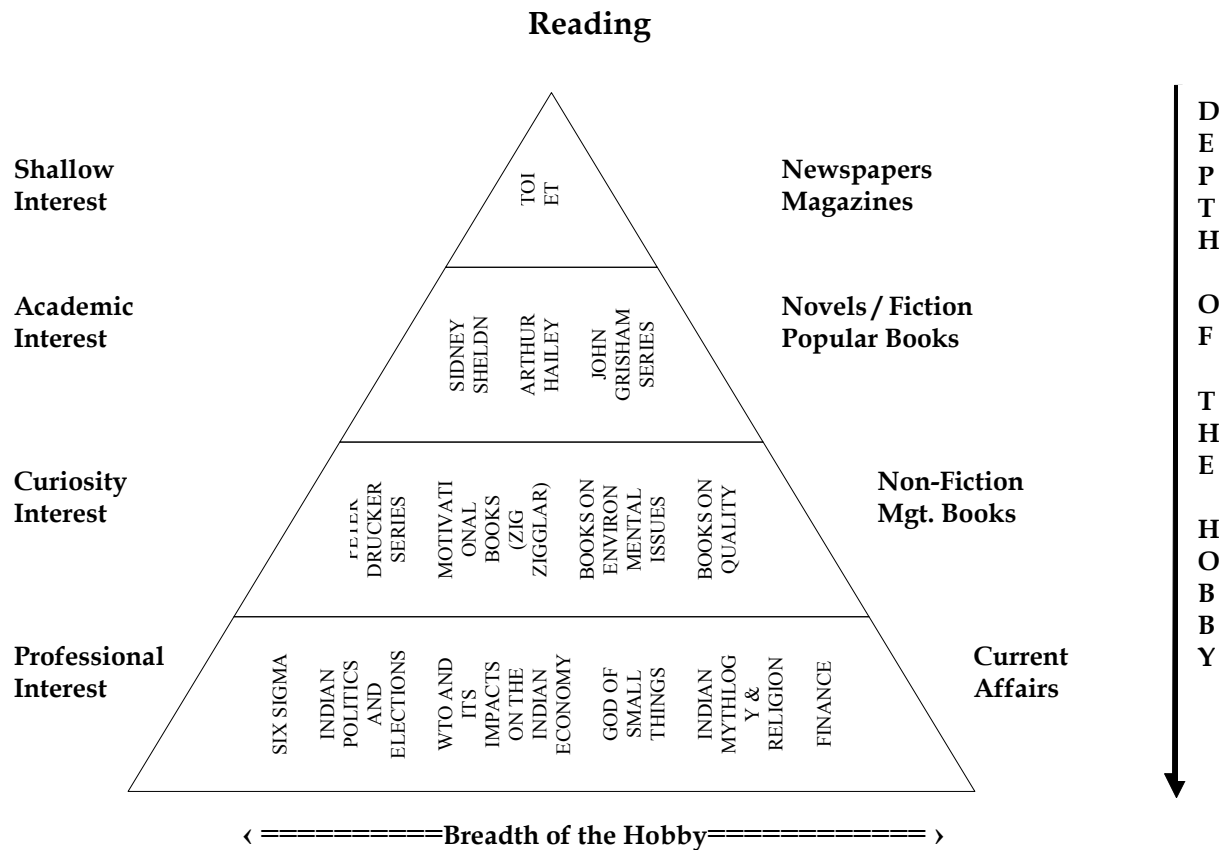
These and many such critical parameters regarding a personality can be judged by one's hobbies. However there is one more dimension to evaluating a person based on his hobbies i.e.: the depth and breadth of his hobby. This is illustrated in the Figure 5.

The depth of one's hobby depicts the seriousness in the pursuit of his hobby, one's level of patience and self achievements. This indicates whether the person can tackle problems at a higher levels and whether he would be self motivated to take his responsibilities to a higher level.

On the other hand the breadth of one's hobby indicates his / her exploratory nature. Would he be open to ideas, does the quest for knowledge bring out multiple solutions to problems he faces, level of one's tolerance to others and whether he can work in harmony with others around him.

For understanding these aspects, I generally ask probing questions like "What do you read?", "How frequently do you read?", "Which is the last book you have read?", "Are there any other books by the same author that you have read?", "Which are the other books on this theme that you have read or that

HOBBY : READING

Depth of the Hobby

Source: Author

Fig. 5: The depth and the breadth of a hobby

you have heard of?”. Such probing questions on one’s hobbies give us indicators of the depth as well as the breadth of one’s hobby. Of course the personality depiction by understanding one’s hobby is only an indication to a personality factor/trait which is further judged by asking job related questions or through other modes of investigation like use of tests / Psychometric tools.

Today organizations are recruiting employees from being purely dependent on skills/experience, for assessing candidate ability, to one focused on a candidate’s personality and culture fit, it seems that the hobbies and interest section is in fashion and is taking on greater significance in the candidate assessment process [3].

The Human Development Model

HOBBY {Def} - Leisure pursuit of any activity for non financial gains or for amateur goals.

As hobby is any type of activity carried during

one’s spare time for the sole intention of pleasure, one may wonder what implications it can have on one’s career / profession.

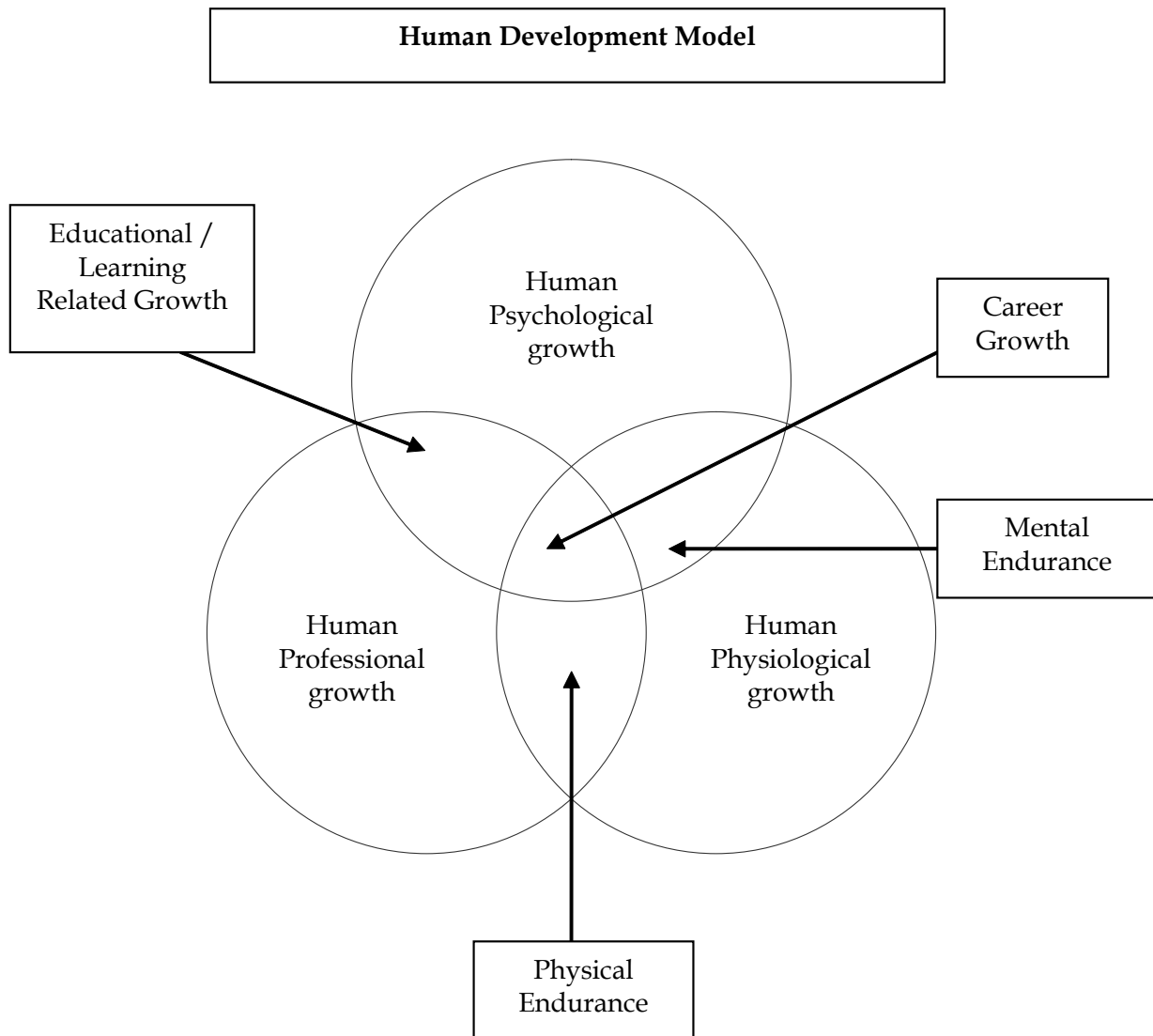
Hence the pivotal question – Why do I need a hobby?

I use an analogy of human development and professional growth chart to highlight the need for a hobby as follows:

The above chart for Human development defines 4 major dimensions for tracing the professional growth for any individual. We would trace these 4 dimensions on two scales viz: human life span and human career path.

According to Erik Erikson’s psychosocial crisis life cycle model, a human life span has 9 phases [9]. We have adapted his model to explain the human life span and the corresponding human career paths associated with each stage.

1. Infancy (0 – 3 yrs) Oral age
2. Early Childhood (4 – 8 yrs) pre-puberty



Source: Author

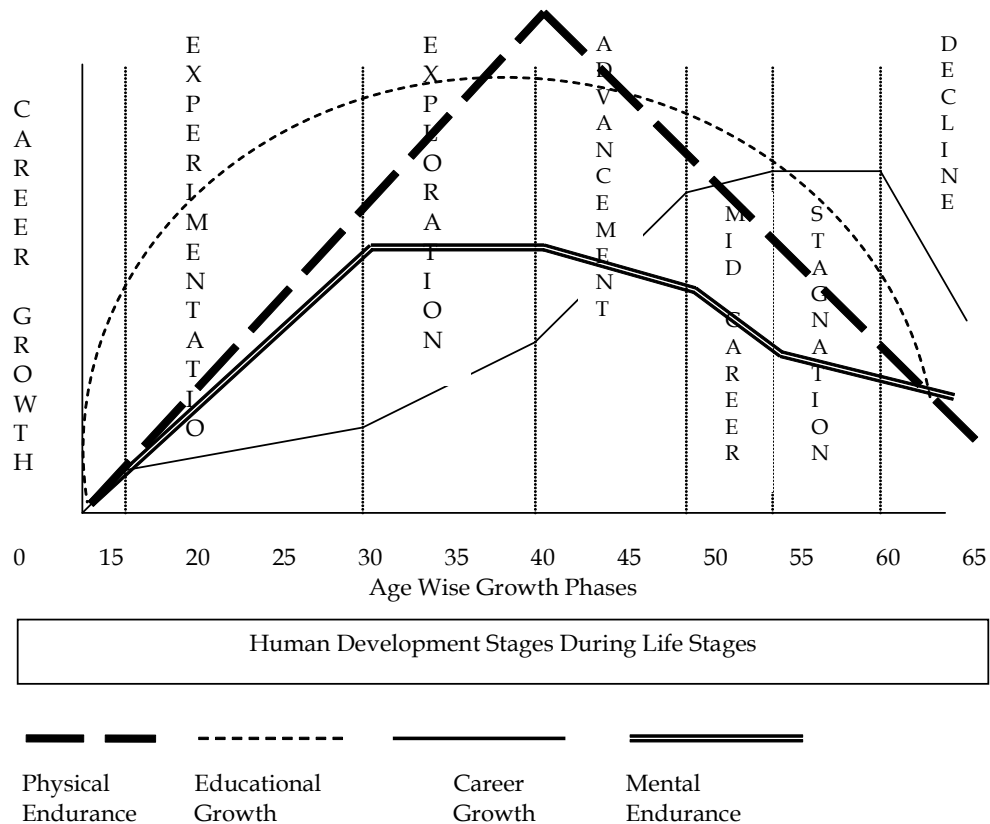
Fig. 6: Human development model

3. Late Childhood (9 – 12 yrs) onset of puberty
4. Adolescence (13 – 19 yrs) Teenage
5. Early Adulthood (20 – 25 yrs) Masculine
6. Mid Adulthood (26 – 36 yrs) Procreation
7. Late Adulthood (37 – 50 yrs) Stability
8. Middle Age (50 – 65 yrs) Decline
9. Old age (65 yrs +) Diminish

A human career growth has 8 stages which is adapted from the works of Douglas T. Hall's Life, Career and Learning Stages [11].

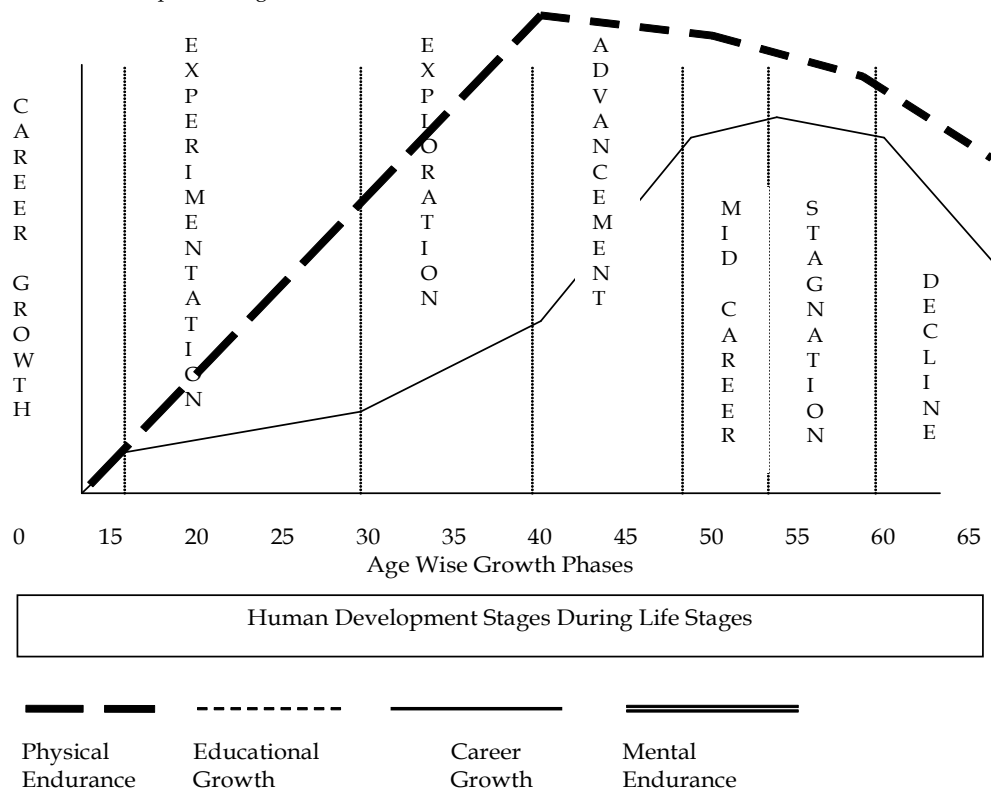
1. Oral stage (0 – 3 yrs)
2. Early Education Stage (4 – 14 yrs)
3. Experimentation Stage (15 – 30 yrs)
4. Career Exploration Stage (30 – 40 yrs)
5. Career Advancement Stage (41 – 48 yrs)
6. Mid Career Stage (49 – 55 yrs)
7. Stagnation (56 – 60 yrs)
8. Decline (60+ yrs)

Based on the above chart of Human Development Phases one can notice that vital dimensions like



Source: Author

Fig. 7: Human development stages



Source: Author

Fig. 8: Mapping Hobby on the Human Development Phases

Physical Endurance, Mental Endurance and Educational / Learning tend to slowly decline over the ageing process in ordinary humans but the Career growth has a steady incline over the ageing process till 55 yrs of an average human being.

A person pursuing a hobby from an early age (8 – 12 yrs) and enhancing this hobby throughout his lifetime can change this normal trend. This can be illustrated from the graph below.

Hobbies: Physical in nature like athletics, swimming, Active participation in variety of Sports.

Another aspect of pursuing a hobby and correlating its benefits with professional career is observed from the performance criterion for a job. This is illustrated in the Table 1.

The hobbies corresponding to each performance criterion vis-à-vis the dimensions of Human Development Phases are illustrated in the Table 2.

Table 1: Performance criterion for a job

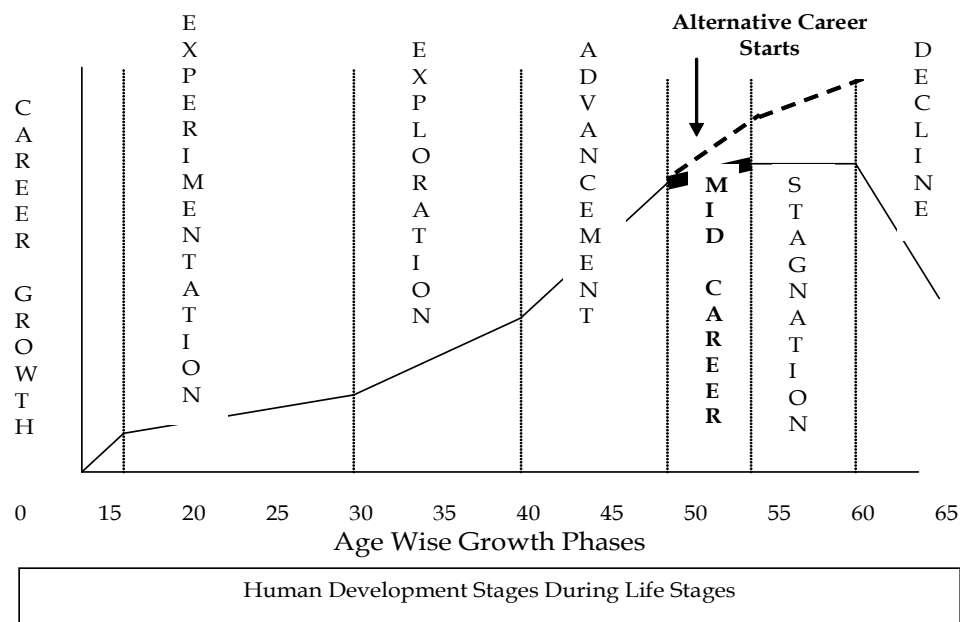
Knowledge (K)	Abilities (A)	Skills (S)	Habit (H)
Learning inculcate for a job or education Hobbies: reading	Aptitude required for a task to be performed Hobbies: indoor sports like Chess, Carrom, etc.	Competence in performing a task Hobbies: Sports related to Speed like athletics, Aquatics, etc.	Attitudinal factors affecting job performance Hobbies: Team based Sports or Sports related to Team performance.

Source: Author

Table 2: Performance criterion vis-à-vis the dimensions of Human Development Phases

Job Dev	Knowledge (K)	Abilities (A)	Skills (S)	Habit (H)
Learning Related Growth	• Numismatics • Reading	• Reading		
Physical Endurance			• Swimming • Basketball	• Outdoor Sports which are team based
Mental Endurance play-for-female-executives (Assessed on 31/05/2016).			• Chess • Painting	• Table tennis

Source: Author



Source: Author

----- New / Alternative Career Growth

Fig. 9: Mid career crisis

The Mid Career Crisis Syndrome

The above graph indicates that during career phase of an individual there comes a time when he / she is encountered with a problem of career paths slowing down pace or reaching a point where the individual stagnates in his job / profession. This may be due to reasons beyond his control (e.g.: recession in the economy). At this point a hobby or any amateur pursuits can get to be handy for an individual as a start point for a new career. E.g. a person pursuing any sports as a hobby, if having an expertise in the sport can use his skills for coaching entry level sports enthusiasts. Thus coaching can become his new career option.

The above facts highlight the need to develop your hobbies for a lifetime, as you never know when you

may need it as a second career option during your professional career!!!

Developing one's hobby is both thrilling as well as challenging. For that one has to take one's hobby seriously.

Judging by the seriousness of one's hobby, several dimensions of personality can be viewed in the light of the same. Table 3 depicts the dimensions of personality that helps in developing one's hobby. The table is based on Chris Argyris' early research which explored the impact of formal organizational structures, control systems and management on individuals and how they responded and adapted to them. This research resulted in the books *Personality and Organization* (1957) and *Integrating the Individual and the Organization* (1964) [10].

Table 3: Dimensions of personality and developing hobbies

Immaturity Characteristics	Maturity Characteristics	How Hobbies Help In Behavioral Changes
Passivity	Activity	Pursuing a hobby can be viewed as a task by itself. A serious hobbyist is generally more active than an idler. Pursuing a hobby can keep an individual occupied throughout his spare time. This charges an individual to work actively throughout.
Dependence	Independence	Pursuing a hobby by one's choice can inculcate a sense of personal freedom of choice of task.
Few ways of behaving	Diverse behavior	Hobbies can bring out the creative personality in an individual. Reflexive thinking and team work can bring about positive personal changes.
Shallow Interests	Deep Interests	Pursuing a hobby itself indicates to the fact that the individual can have deep interests.
Short term perspectives	Long term perspectives	Lifelong pursuits of hobbies require planning and execution not only in terms of time and energy but also financially.
Subordinate position	Super ordinate position	Hobbies like sports, outdoor activities can bring out the leadership traits in an individual.
Lack of self awareness	Self awareness and control	Through pursuit of hobbies an individual can assess his own strengths and weaknesses.

Source: Author

Developing Hobby using the Step Ladder Approach (SLA)

How do I develop my Hobby?

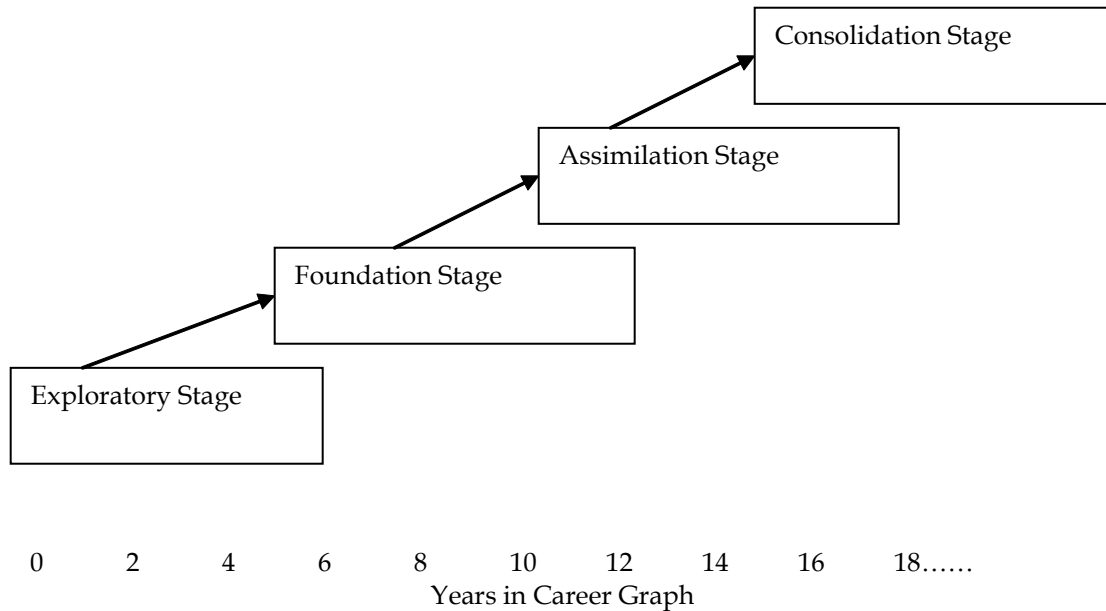
- For starts, understand your personality – What type of person are you? Shy, timid, outgoing, aggressive, mild, introvert.....Depending on your personality you can choose the type of hobby that best suits your temperament. For assistance in understanding this you may consult a Psychologist / Counsellor or take a Psychometric Test on Interest Inventories / MBTI (Myers – Brigg Type Indicator).
- Once you decide to pursue a hobby, find out whether you can cope up with the intricacies of

the same like financial implications, time constraints, Physical exertions, etc that would go along all the way while you pursue your hobby. Remember, you need to sustain your interest in your hobby from a long term perspective.

- Pursue your hobby in a STEP LADDER APPROACH (SLA). Figure 10 below illustrates a step by step approach to developing one's hobby.

Exploratory Stage

This is the first step in your ladder towards pursuing a hobby. This step can be taken during your initial years of academic life and may continue till you reach your threshold of your first job.



Source: Author

Fig. 10: Step ladder approach (SLA)

During this stage one explores various hobbies and finds out which hobby may suit one's temperament. Based on this insight you may decide or narrow down on a few hobbies of your choice. During this stage one should find out how the hobby can help you in your career phases (See Career Growth Chart above).

Foundation Stage

The seriousness in pursuing one's hobbies begins during this stage. Joining hobby classes or hobby clubs or forums helps one in laying a strong foundation in pursuing a lifelong hobby.

Assimilation Stage

Achieving success in your hobby areas like some recognition, awards, medals, citations etc helps in pursuing the hobby in a professional way. At this stage one may even convert the hobby into a profession if one wishes. This could become one's second career in the making.

Consolidation Stage

The finale of one's achievement could culminate into a platform where one could hand hold others in the similar field. Guiding, coaching or mentoring others to pursue similar hobbies could help one to develop a hobby for a lifetime.

Conclusions

It's human nature to resist any activity which puts some pressure (physical or mental) on the individual. But the same person may never resist the activity which may be of one's liking. These activities which we love doing or pursuing, called as our hobbies help us relax and derive pleasure from doing it. If one takes it a little seriously one may excel in that area, which may result in an alternative career option for that individual.

In today's world full of stress and lower job satisfaction, one needs to keep his / her career options open. Change has to happen. A serious outlook to one's hobbies could facilitate change in one's life.

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Chapter in book

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