

# Journal of Social Welfare and Management

## Editor-in-Chief

A. Lal

## Executive Editorial Board

Anjali Kurane, University of Pune, Pune

Barik B.C, Marathwada University, Nanded

N. Chinnaswamy Sosale, Kannada University, Hampi

Naqiya Ali Athar, Osmania University, Hyderabad

P. Prema, Alagappa University, Karaikudi

Pramod Kumar, Dayalbagh Educational Inst, Agra

S. Vinod Kumar, Kannur University, Kerala

Sadique Razaque, Vinoba Bhave University, Hazaribagh

Shivani Mishra, Sardar Patel University, V. Vidyanagar, Guj.

## National Editorial Advisory Board

Amar Ujjainwal, Blessing Society, Delhi

Brajesh Kumar, B. B. Ambedkar University, Lucknow

Chaganti Rami Reddy, S.K.University, Anantpur

G. Venkata Ramana, S.K.University, Anantpur

Gopal Krishana, Intl. Human Rights Org, Delhi

H. L.Sharma, Patanjali Yog Peeth, Hardwar

J.P. Pachauri, H.N.B. Garhwal University, Garhwal

Lalit Pandey, Instt. of Raj. Studies Sahitya Sans. Udaipur

Manjeet Chaturvedi, B.H.U, Varanasi

R.D. Sampath Kumar, Andhra University, Visakhapatnam

Rajendra Prasad, B. B. Samaj Jagriti Manch, Delhi

S. Kaliyamoorthy, Alagappa Instt. of Mgmt, Karaikudi

B.C. Dayal, Editor, Janata Darshan, Delhi

## International Editorial Advisory Board

H.M. Panchaksharaiah, South Carolina University, USA

Indexed in Index Copernicus, Poland

*All rights reserved.* The views and opinions expressed are of the authors and not of the **Journal of Social Welfare and Management**. **Journal of Social Welfare and Management** does not guarantee directly or indirectly the quality or efficacy of any product or service featured in the the advertisement in the journal, which are purely commercial.

Corresponding address  
**Red Flower Publication Pvt. Ltd.**  
41/48, DSIDC, Pocket-II, Mayur Vihar Phase-I  
P.O. Box 9108, Delhi - 110 091(India)  
Phone: 91-11-65270068/22754205, Fax: 91-11-22754205  
E-mail: redflowerppl@vsnl.net, Web:www.rfppl.com

It has become evident that major social forces of a global nature - such as demographic trends, migration patterns and the globalization of the economy - are reshaping social welfare policies and social work practices the world over. There is much to be learned from the careful analysis of experiences in the various countries that are struggling with the emerging challenges to social welfare in the post-modern world. **The Journal of Social Welfare and Management (ISSN - 0975 - 0231)** seek to encourage debate about the global implications of the most pressing social welfare issues of the day. Its interdisciplinary approach will promote examination of these issues from the various branches of the applied social sciences and integrate analyses of policy and practice.

Since this journal is multidisciplinary, quality papers from various disciplines such as Economics, Management, Demography, Political science, Geography, Psychology, Literature, History, Anthropology, Sociology, Labor Management, and Communication would be considered.

### **Subscription Information**

#### **India**

##### ***Individual***

1 year ₹1000

Life Subscription (Valid for 10 Years) ₹5000

***Institutional*** (1 year) ₹5000

#### **Rest of the World**

Individual (1 year) USD100

Institutional (1 year) USD200

### **PAYMENT METHOD**

#### **By cheque/Demand Draft:**

Cheque should be in the name of **Red Flower Publication Pvt. Ltd.** payable at Delhi.

#### **By Bank Transfer/TT:**

**Bank name:** Bank of India

**Swift Code:** BKIDINBBDOS

**Account Name:** Red Flower Publication Pvt. Ltd.

Account Number: 604320110000467

Branch: Mayur Vihar Phase-I

Delhi - 110 091 (India)

Send all Orders to: **Red Flower Publication Pvt. Ltd.**, 41/48, DSIDC, Pocket-II, Mayur Vihar Phase-I, Delhi - 110 091, India, Phone: 91-11-22754205, Fax: 91-11-22754205, E-mail: redflowerppl@vsnl.net, Website: www.rfppl.com.

*Contents*

---

<b>A Comparative Study of Myers-Briggs Personality Type and Academic Achievement of Humanities and Science Prospective Teachers.....</b>	<b>97</b>
Monika Bhardwaj, Rajiv Joshi, Meenakshi Bhardwaj	
<b>Regional Disparities Among three Regions of Andhra Pradesh (A study on the Backwardness of Rayalaseema Region).....</b>	<b>107</b>
G. Sivaiah, Chaganti Rami Reddy, K.V.Amarnath	
<b>In the Absence of their Fathers: The Impact of Male Migration on Children.....</b>	<b>119</b>
Bigi Thomas	
<b>Social Inclusion of Scheduled Caste Women, (A Study on Social Inclusion of Scheduled Caste Women Through, Protective Discrimination in Anantapur District of Andhra Pradesh).....</b>	<b>125</b>
M. Kalpana Krishnaiah, R.V.K. Naidu	
<b>Instructions to authors.....</b>	<b>133</b>

## Indian Journal of Genetics and Molecular Research

### Call for editorial board member & authors

#### About the Journal

**The Indian Journal of Genetics and Molecular Research** (quarterly) will publish high-quality, original research papers, short reports and reviews in the rapidly expanding field of human genetics. The Journal considers contributions that present the results of original research in genetics, evolution and related scientific disciplines. The molecular basis of human genetic disease developmental genetics neurogenetics chromosome structure and function molecular aspects of cancer genetics gene therapy biochemical genetics major advances in gene mapping understanding of genome organization.

#### Editor-in-Chief

**Dr. Seema Kapoor**

Prof. of Genetics

Dept. of Pediatrics

Maulana Azad Medical College & Associated LNJP Hospital

New Delhi – 110 002

India

E-mail: drseemakapoor@gmail.com

Please send your all queries directly to the editor-in-chief or to

**Red Flower Publication Pvt. Ltd.**

41/48 DSIDC, Pocket-II

Mayur Vihar Phase-I

Delhi - 110 091, India

Tel: 91-11-22754205, Fax: 91-11-22754205

E-mail: redflowerppl@vsnl.net, redflowerppl@gmail.com

Website: www.rfppl.com

## A Comparative Study of Myers-Briggs Personality Type and Academic Achievement of Humanities and Science Prospective Teachers

Monika Bhardwaj \*

Rajiv Joshi\*\*

Meenakshi Bhardwaj\*\*\*

### ABSTRACT

**Introduction:** People differ from one another depending on the way they perceive the world. In fact, our personality affects the way we learn. A significant challenge facing educators today is aligning teaching methodology with personality types of students to increase student satisfaction throughout the learning process. **Aims & Objectives:** The current study aims at discovering the relationship, if any, between prospective teachers' MBTI personality types (Introvert/Extrovert, Sensing/Intuitive, Thinking/Feeling and Judging/Perceiving) and their academic achievement, taking into consideration, academic streams (Science and Humanities). **Materials & Methods:** The Myers-Briggs Type Indicator (MBTI), form M, was used to identify 500 prospective teachers' personality types. The percentage of marks obtained in graduation i.e. B.A./B.Sc.-III was taken as the academic achievement. t tests were employed to explore potential significant differences in academic achievement in the course related to differences in personality types or cognitive styles as determined by the MBTI and the interaction between achievement and four bipolar domains of MBTI. **Results:** The prospective teachers from humanities and science streams did not differ on scores obtained E-I, S-N, T-F and J-P dimensions of MBTI. Intuitors (N) from humanities stream had higher academic achievement as compared to the sensors(S). Intuitors and Judgers from science stream outperformed sensors and perceivers (P). ESTJ type was found to be the dominant one in the prospective teachers' population followed by ISTJ type.

**Key words:** Academic achievement; personality types; Myers-Briggs Type Indicator; MBTI; prospective teachers.

### INTRODUCTION

Over the past two decades, the focus in teaching for effective learning has been on the recognition of the individual qualities of learners that must be understood and accounted for within the educational environment. Individual qualities between

learners can be illustrated by differences in their preferred learning style & personality type. Alongside this focus on recognition of individual difference, educators are now paying real attention to the need of curriculum planning and delivery to articulate a range of specific learning outcomes. This attention to teaching and to learning outcomes in terms of academic achievement raises the question of how to best achieve these outcomes. Educators are being made aware of a range of approaches that may influence effective learning and appear to need guidance about the scope and range of individual differences among learners and how best to provide appropriate experiences. Pre-service education therefore calls for remarkable versatility as well as mastery of a very extensive range of capacities on the part

---

**Author's Affiliation:** \*Lecturer in Dept. of Life Sciences, B.B.K.D.A.V.College,Amritsar, \*\*Associate Professor, G.G.S. Medical College, Faridkot, \*\*\*Lecturer in Dept. of Education, D.A.N. College of Education, Nawanshehr.

**Reprint's request:** Monika Bhardwaj, Lecturer, Dept. of Life Sciences, B.B.K.D.A.V.College for Women, Amritsar, Punjab, E- mail: monikajoshi2007@rediffmail.com, Phone: 09464779637, 09501687369.

(Received on 12.10.2010, accepted on 10.11.2010)

of prospective teachers, probably the most important of which is the capacity to judge which teaching learning approach applies in any particular context. Teacher education courses are designed to prepare professionals for employment in educational institutions including primary and secondary schools. This dynamic discipline involves preparation of prospective teachers who are to be engaged in teaching diverse population of students on actually adopting teaching careers in near future. As part of this evolution, it is crucial that faculty within teacher education programs continually prepare prospective teachers to meet educational needs of students while delivering quality instructions to ensure students' satisfaction and retention. Research has demonstrated that it is equally important for educators to recognize that students have different learning styles and personality preference

People differ from one another depending on the way they perceive the world. In fact, our personality affects the way we learn. Practitioners have proposed an understanding of personality type (how we interact with the world and where we direct our energy, the kind of information we naturally notice, how we make decisions) can help explain why we learn differently (Ehrman and Oxford, 1990; Wilz, 2000). According to Ehrman and Oxford (1990), studies investigating psychological types are promising in that they offer an accessible conceptual framework for language trainers and learners, greater self-regulation and better learning performance. Learners can actually move out of their "comfort zone" and try other preferences, like hand preferences. *Tharp* (1992) examined the relationship between personality type and achievement in an undergraduate physiology course using Myers-Briggs Type Indicator for students at a large state university. The results revealed that high grades were earned by students stronger in the traits of introversion (I) and judgment (J), whereas the extraverted (E) and perceptive (P) types had the lowest grades and dropped out of the course in the largest numbers. *Felder et. al* (1993) assessed MBTI profiles of students enrolled in an introductory chemical engineering course. The results indicated that

intuitors tended to get higher grades than sensors. Numerous other studies (e.g. *Rollins*, 1990; *Schroeder*, 1993; *Fish & Mckeen*, 1995) have used either the Myers-Briggs test or the Keirsey test to study the relationship between personality and achievement in a variety of educational settings. *Wilz* (2000) expresses the dire need for personality type understanding on the part of the teachers. *Getz and Sefcik (2009)* studied relationship between the MBTI mental-function pairs and student performance on Level 2-CE of COMLEX-USA by osteopathic medical students at Midwestern University/Chicago College of Osteopathic Medicine. The results revealed that information gained from the MBTI can be used to enhance student learning and improve academic performance in osteopathic medical school. A close perusal of these studies indicates that various MBTI personality profiles and dimensions bear some relationship with academic achievement. However no such parallel study is reported in the Indian context. Inspired by these earlier studies that underscore investigation into learners' characteristics, the present study examines the relationship between psychological types as measured by MBTI to the academic achievement. This study will discuss what the findings might suggest about these students as future teachers but more immediately what the implications of these findings are for those working in teacher education and teacher development programme.

## PURPOSE OF THE STUDY

The purpose of the study was to investigate patterns in psychological type among students enrolled in a teacher education i.e. Bachelor Of Education (B.Ed) course and differences in the academic performance of those students to investigate the extent to which variation in student achievement in the course might be associated with variables related to the realm of learning; specifically personality types or cognitive styles. This study included the following objectives:

1. To study the pattern of personality types as manifested among the prospective teachers.



2. To compare the personality types of the prospective teachers from humanities and science streams.
3. To investigate into the relationship between academic achievement and the personality types of the prospective teachers from humanities and science streams.

## HYPOTHESES

The null hypotheses, formulated for the study are stated as under:-

1. There is no significant difference in the personality types of the prospective teachers from humanities and science streams.
2. There is no significant relationship between academic achievement and personality types of the prospective teachers from humanities and science streams

## RESEARCH METHODOLOGY AND DATA SOURCES

Prior to the start of the study, the researcher contacted the Principal instructors for the Education course requesting permission to participate in the study. After Principal instructors' agreement, students enrolled within the B.Ed (Bachelor in Education) course were invited to participate through letter. Included in the letter was a description of the study and a survey. Informed consent to participate in the research study was indicated by the completed survey. The instructor utilized the MBTI and followed ethical administration requirements by providing students with a feedback interpretation session accompanying the results.

The Myers-Briggs Type Indicator was administered to 500 students enrolled in undergraduate teacher education course in various colleges of education at Haryana (North India) during 2007-08 and 2008-09. Data were collected during aforementioned two consecutive academic sessions. Demographic information was collected, as well as final student percentage marks in the

graduation i.e.B.A/B.Sc.). Basic descriptive statistics were utilized to assess data relevant to the first and second research objectives; patterns in personality types, and variation in academic achievement .t tests were employed to explore potential significant differences in academic achievement in the course related to differences in personality types or cognitive styles as determined by the MBTI and the interaction between achievement and four bipolar domains of MBTI. The preferred type on each of the four indices served as the independent variables, while percentage of marks in graduation functioned as the dependent variable in the analysis of variance. The prospective teachers (n=500) were selected on the basis of 'purposive and random sampling technique'. The subject specialisms of the prospective teachers were identified in two broad groups: Language – humanities (n=250) and science-mathematics (n=250). For convenience the former was mentioned simply as humanities stream and the latter as science stream. Both streams included equal number of males and females i.e. 125 males and 125 females in each academic stream.

## MEASURE

**The Myers-Briggs Type Indicator (MBTI), form M**, a 93-item paper-and-pencil inventory was used to assess personality types of prospective teachers. The MBTI measures four separate preferences or indices, each of which is based on Jung's theories concerning perception and judgment. The preferences have implications for 'not only what people attend to in any given situation, but also how they draw conclusions about what they perceive'.

### Extroversion-Introversion (EI)

This index assesses the extent to which an individual tends to be either an extrovert or an introvert. Extroverts tend to focus on external reality (the outer world) and direct their attention toward people and objects. By contrast, introverts attend more to internal

reality (the inner world) and concentrate more on concepts and ideas.

### **Sensing-Intuition (SN)**

The SN index directly measures an individual's preference in the area of cognitive perception. A person who relies more on sensing tends to rely on one or more of the five senses to interpret facts or events. Someone who relies more on intuition to assign meaning uses a more abstract, intuitive process, relying more on internal sources of information to interpret reality.

### **Thinking-Feeling (TF)**

This index directly measures a person's preference in the area of judging. One may rely more on thinking to make decisions on the basis of objective, logical reasoning (T), or one may rely more on feeling (F) to make decisions more subjectively on the basis of internal or external value systems.

### **Judgment-Perception (JP)**

This index assesses the process an individual uses predominantly in interacting with the 'outer world'. One individual may tend to prefer using a judgment process (J) when dealing with the external environment, while another may tend to prefer using a perceptive process (P).

Preferences on the four indices produce sixteen possible combinations which are referred to as 'types' or styles. An individual's type or style is indicated by the four letters of the preferences (e.g. ESTF, INFP). The theory suggests that each of the sixteen types has an associated set of preferred processes and attitudes which tend to be utilized more frequently and effectively by persons of that type.

The participants were asked to fill out MBTI questionnaire selecting one from each of two options for each item. Each scale of the MBTI was transformed to produce specific scale ranges for interpretation purposes. The ranges of raw scores on MBTI were taken as -21 to 21 for the extravert – introvert scale, -26 to 26 for

the sensing – intuitive scale, -24 to 24 for the thinking-feeling scale, and -22 to 22 for the judging-perceiving scale. A positive score value indicates a preference towards the first characteristic, and a negative score value represents a preference for the second characteristic. The range of the scores to important to consider because a student with an extroversion preference score close to 0 (e.g. 1, 2, 3 or 4) is actually indicative of a relatively no preference between extraversion and introversion personality styles. An extraversion-introversion MBTI score of -19 would indicate a strong preference towards introversion. Scores were only computed for participants who answered all items on a scale. The internal consistency reliability ranged from 0.83 to 0.88 for the four scales of MBTI. The intrinsic validity ranged from 0.83 to 0.92.

Percentage of the marks obtained by the prospective teacher in their graduation i.e. B.A./B.Sc. Part-III was taken as a measure of their academic achievement.

## **RESULTS AND DISCUSSION**

The data were analyzed so as to find valid answers to the objectives specified in the study. The details of the analysis are presented under appropriate subheads.

### **PERSONALITY TYPE OF PROSPECTIVE TEACHERS**

The personality types of prospective teachers were compared on the basis of their preference on individual domains (E, I, S, N, T, F, J, P), preferences on 16 personality profiles (e.g. ESTJ, ISTJ) and the actual scores obtained on the four dichotomies of MBTI viz. E/I, S/N, T/F and J/P. Table 1 reveals the frequencies for 8 possible types w.r.t. individual domains of MBTI.



## DESCRIPTIVE ANALYSIS OF PERSONALITY TYPES

The personality types of prospective teachers was assessed on the basis of their preferences

on various dimensions of personality types, namely, Extraversion (E), Introversion(I), Sensing(S), Thinking(T), Feeling(F), Judging(J) and Perceiving(P).

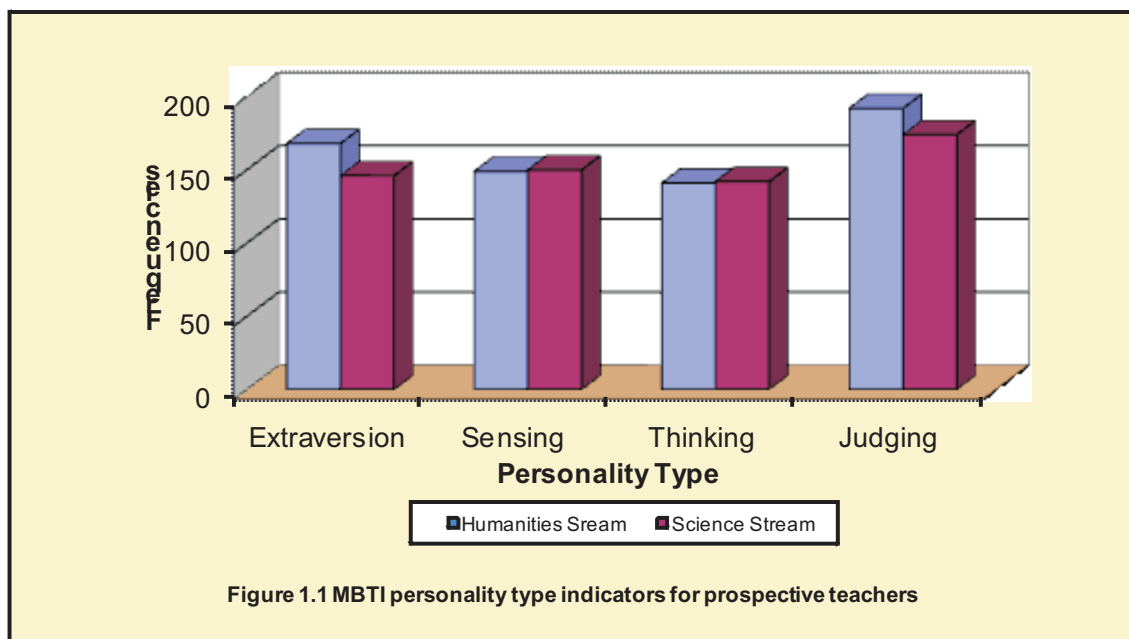
A substantially larger percent of prospective teachers (Table1) preferred Extraversion,

**Table 1: Distribution of personality types on MBTI (N=500)**

Personality Types	Humanities(n=250)		Science(n=250)		All Cases(N=500)	
	n	%	n	%	n	%
Extraversion (E)	168	67.2 %	146	58.4 %	314	62.8%
Introversion (I)	82	32.8 %	104	41.6 %	186	37.2%
Sensing (S)	149	59.6 %	150	60.0 %	299	59.8%
Intuition (N)	101	40.4 %	100	40.0 %	201	40.2%
Thinking (T)	141	56.4 %	142	56.8 %	283	56.6%
Feeling (F)	109	43.6 %	108	43.2 %	217	43.4%
Judging (J)	192	76.8 %	174	69.6 %	366	73.2%
Perceiving (P)	58	23.2 %	76	30.4 %	134	26.8%

Sensing, Thinking and Judging (E, S, T and J) personality dimensions (figure .1.1).However, prospective teachers from humanities stream showed greater preference for Extraversion (E) as compared to their science counterparts (67.2% and 58.4% extroverts for humanities and science streams respectively).

**Figure 1.1**



Both streams almost equally represented sensing(S) and Intuition(S=59.6%, N=40.4% and S=60%, N=40% for humanities and science streams respectively). Thinking (T) and Feeling (F) dimensions were also almost equally preferred by both streams (T=56.4%, F=43.6% and T=56.8%, F=43.2% for humanities and science streams

respectively).Both groups (humanities and science) had larger proportions of Judgers (J) than Perceivers (76.8% and 69.6% for humanities and science streams respectively). The above findings w.r.t. personality types of prospective teachers agree in many ways with research reported by *Cano, Garton and Raven*

(1994) in respect of pre-service teachers of agricultural education.

### DESCRIPTIVE ANALYSIS OF MBTI PERSONALITY PROFILES

The MBTI results in respect of complete personality profile (Table.2) indicates that the majority of prospective teachers were either ESTJ (18.6%) or ISTJ (12.0%). The least

**Table 2: Distribution of MBTI personality profile (N=500)**

Personality Types	Humanities(n=250)		Science(n=250)		All Cases(N=500)	
	n	%	n	%	n	%
ISTJ	32	12.8%	28	11.2%	60	12.0%
ESTJ	55	22.0%	38	15.2%	93	18.6%
ISFJ	10	4.0%	23	11.2%	33	6.6%
ESFJ	25	10.0%	24	15.2%	49	9.8%
ISTP	5	2.0%	17	9.2%	22	4.4%
ESTP	6	2.4%	8	9.6%	14	2.8%
ISFP	8	3.2%	1	6.8%	9	1.8%
ESFP	10	4.0%	10	3.2%	20	4.0%
INFJ	12	4.8%	4	4%	16	3.2%
ENFJ	26	10.4%	23	4.0%	49	9.8%
INFP	4	1.6%	4	1.6%	8	1.6%
ENFP	13	5.2%	18	7.2%	31	6.2%
INTJ	6	2.4%	14	5.6%	20	4.0%
ENTJ	26	10.4%	18	7.2%	44	8.8%
INTP	5	2.0%	13	5.2%	18	3.6%
ENTP	7	2.8%	7	2.8%	14	2.8%

preferred personality profiles amongst prospective teachers were INFP and ISFP.

ESTJs project personal confidence, are forthright and naturally take command in social or leadership situations. Research confirms that both ESTJs & ISTJs are included among four types with the highest overall undergraduate grades (*Schurr and Ruble, 1986*). ISTJs have hard-working orientation to life and possess adaptive creativity.

The above pattern of distribution of MBTI profiles agrees in many ways with research reported by *Cano, Garton and Raven (1994)* in respect of prospective teachers wherein majority of the subjects were ESTJ, ISTJ or ESFJ.

These results also coincide with those reported by *Perry and Ball (2004)* w.r.t students enrolled in teacher-education courses. Preference of prospective teachers for ESTJ, ISTJ, ESFJ and ENFJ profiles indicates that teacher-education courses attract the students possessing confidence, flair for hard work, friendly and supportive attitude and a quest for creativity.

The results (Table 3) show that the mean differentials on the E-I dimension (t-value = 0.478), S-N dimension (t-value = 0.216), T-F dimension (t-value = 1.869) and J-P dimension (t-value = 1.195) were not significant at any level of significance. This suggests that prospective teachers from humanities stream

**Table 3: Mean differentials in the personality types of prospective teachers from Humanities and science streams**

Personality Type	M <sub>1</sub> (N=250)	M <sub>2</sub> (N=250)	SD <sub>1</sub>	SD <sub>2</sub>	t-value	Significance (2-tailed)
E-I	2.80	3.13	6.82	8.59	0.478	NS
S-N	1.36	1.23	6.68	6.54	0.216	NS
T-F	0.48	1.74	7.50	7.57	1.869	NS
J-P	5.02	4.31	6.59	6.72	1.195	NS

do not differ on Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling and Judging-Perceiving dimensions of personality types from the prospective teachers from science stream.

Hence, hypothesis 1, namely, there is no significant difference in the personality types of prospective teachers from humanities and science streams is accepted as prospective teachers from humanities and science streams did not differ on E-I, S-N, T-F and J-P dimensions of personality types.

### ACADEMIC ACHIEVEMENT AND PERSONALITY TYPES

Hypothesis 2 states, "There is no significant difference in academic achievement of humanities and science prospective teachers in relation to personality types". In order to verify this hypothesis, academic achievement of both groups (Humanities and Science) was compared w.r.t. four dichotomies of MBTI viz. Extraversion-Introversion (E-I), Sensing-Intuition (S-N), Thinking-Feeling (T-F) and Judgement-Perception (J-P). Table 4 depicts the mean differentials between the academic achievement of humanities and science

**Table 4: Mean differentials between academic achievement scores of humanities and science prospective teachers w.r.t personality types**

P. Type	Humanities (n=250)			t-value	Science (n=250)			t-value	Total (N=500)			t-value
	N	Mean	S.D		N	Mean	S.D		N	Mean	S.D	
E	168	58.49	6.32	0.641	146	62.53	7.31	1.11	314	60.37	7.08	1.808
I	82	59.06	7.21		104	63.49	5.88		186	61.54	6.85	
S	149	57.36	6.55	3.938**	150	62.22	7.05	2.094*	299	59.8	7.22	3.967*
N	101	60.62	6.26		100	63.99	6.18		201	62.3	6.43	
T	141	58.05	6.8	1.707	142	62.81	6.15	0.316	283	60.44	6.9	1.325
F	109	59.49	6.31		108	63.08	7.51		217	61.28	7.15	
J	192	58.75	6.61	0.327	174	63.76	7.13	2.985**	366	61.13	7.3	1.737
P	58	58.43	6.69		76	61.03	5.41		134	59.9	6.11	

\*significant at 0.05 level, \*\*significant at 0.01 level

prospective teachers with respect to various personality dimensions.

The results show that the mean differentials of the humanities prospective teachers on E-I dimension (t-value=0.641), T-F dimension (t-value=1.707) and J-P dimension (t-value=0.327) were not significant at any level of significance. This suggests that humanities prospective teachers do not differ on E-I, T-F and J-P dimensions. However, a statistically significant difference at 0.01 level of significance was observed w.r.t. S-N dimension amongst the humanities prospective teachers. Thus it may be concluded that Intuitors (N) from humanities stream had higher academic achievement (M=60.62) as compared to the sensors (M=57.36). Intuitive persons rely more on imaginations and are concerned with abstract concepts and theories. Further, the

courses in humanities emphasize theoretical approach over the practical and so give intuitors an advantage over the sensors with respect to the grades. This finding is consistent with *DiTiberio* (1996) who reported that Intuitors show higher achievement by using their mental energy to the fullest.

As regards the mean differentials in the academic achievement of science prospective teachers, no statistically significant difference was observed w.r.t. E-I dimension (t-value=1.110) and T-F dimension (t-value=0.316) whereas, statistically significant differences ( $P>0.05$ ) were observed w.r.t. S-N (t-value=2.094) and J-P (t-value=2.985) dimensions. This implies that Intuitors (M=63.99) and Judgers (M=63.76) outperform sensors (M=62.22) and perceivers (M=61.03). An interesting finding of the study was that

the proportion of sensing and Intuitive prospective teachers from humanities and science stream was almost similar. The majority of prospective-teachers from both streams exhibited preference for sensing (N=149, N=150 for humanities and science stream respectively). The better achievement of Intuitors in science stream may be attributed to the emphasis on theoretical work over the practical work which fits more in our present examination system whereas better performance of judges may be associated with the methodical and planned ways of performing academic tasks along with effective time management. This result w.r.t. J-P dimension agrees with earlier study by Ball (2004).

Hence, hypothesis 2, namely, "there is no significant difference in the academic achievement of humanities and science prospective teachers in relation to personality types is partially rejected as humanities prospective teachers differed w.r.t. S-N dimension and science prospective teachers differed w.r.t. S-N and J-P dimensions.

## CONCLUSION

The prospective teachers from humanities and science streams did not differ on E-I, S-N, T-F and J-P dimensions of personality types. The academic achievement of humanities and science prospective teachers differed w.r.t. S-N dimension only and those of science prospective teachers differed w.r.t. S-N and J-P dimensions of personality types. In both streams, Intuitors outperformed sensors whereas Judges from humanities stream achieved better than perceivers. Sensors need to be explained the conceptual framework of practical tasks to enhance their academic achievement while Intuitors especially those from science stream should not undermine importance of practical and applied aspects underlining theory no matter, how well they secure in examination. Further, both the teacher-educators and the prospective teachers need to emphasize that all personality types are valuable, but the learning environment in each course may favor one

type over another so that some students will have to modify their attitudes and study skills if they are to succeed. In any given class, a wide range of student style and type preferences are present. One role, we play as educators is to try and model for our students what it means to be successful in the real world after completion of studies. Furthermore, every teacher needs to embrace the fact that each student is a unique individual; and be prepared to adjust the teaching strategies appropriately.

## REFERENCES

1. Ball IL. Primary Teachers and Secondary Teachers : alike or different types? A look at the data from the MBTI Australian data archive, Australian Psychological Type Review, 2000; 2 (3): 13-14.
2. Ball IL. Gender Difference in the Distribution of Types of Australia : men are from Marble Bar; women are from Venus Bay, Australian Psychological Type Review, 2001; 3: 13-14.
3. Cano J & Garton BL. The relationship between agriculture preservice teachers' learning styles and performance in a methods of teaching agriculture course. *Journal of Agricultural Education*, 1994; 35(2): 6-10.
4. Cano J, Garton BL & Raven MR. Learning styles, teaching styles and personality types of preservice teachers of community development education. *Journal of Community development Education*, 1992; 33(2): 46-52..
5. DiTiberio JK. Education, learning styles and cognitive styles in A. L. Hammer (Ed.) MBTI Applications: a decade of research on the Myers-Briggs Type Indicator, 3<sup>rd</sup> edn. Palo Alto : Consulting Psychological Pres, 1996: 123-166.
6. Ehrman ME & Oxford R. Adult language learning styles and strategies in an intensive training setting. *Modern Language Journal*, 1990; 74 (3): 311-27.
7. Felder RM. Reaching the second tier: Learning and teaching styles in college science education. *Journal of College Science Teaching*, 1993; 23 (5): 286-290.
8. Fish RS & Mckeen RL. Accommodating different learning needs in economics education at the community college. *Community / Junior College*

- Quarterly of Research and Practice, 1995; 9 (4): 325-332.
9. Getz R & Sefcik DJ .Personality Types and Performance: COMLEX-USA Level 2-CE .The Journal of American Osteopathic Association, 2009; 109(10): 524-525.
  10. Jung CG. Psychological Types. Princeton: Princeton University Press, 1923.
  11. McCaulley MH. The MBTI and individual pathway in engineering design. Engineering Education. 1990; 80: 537-542.
  12. Myers I & McCaulley M .Manual : a guide to the development of the Myers-Briggs Type Indicator. Palo Alto : Consulting Psychologists Press,1985.
  13. Myers IB. Introduction to Type (5th ed.), Palo Alto, CA: Consulting Psychologists Press, 1993.
  14. Myers I & McCaulley MH, Quenk NL & Hammer AL. MBTI Manual : a guide to the development and use of the Myers-Briggs Type Indicator, 3<sup>rd</sup> Edn. Palo Alto : Consulting Psychologists Press, 1998.
  15. Perry C & Ball I. Teacher subject specialism and their relationships to learning styles, psychological types and multiple intelligences : Implications for course development. Teacher Development, 2004; 8 (1): 9-28.
  16. Rollins TJ . Analysis of theoretical relationships between learning styles of students and their preferences for learning activities. Journal of Agricultural Education, 1990; 31 (1): 64-70.
  17. Schroeder CC. New students – new learning styles.<http://www.virtualschool.edu/mon/Academia/KiersayLearningStyles.html>, 1993.
  18. Schurr KT & Ruble VE. The Myers-Briggs Type Indicator and first-year college achievement: A look beyond aptitude test results. J. Psychol. Type, 1986; 12: 25-37.
  19. Tharp GD. Relationship between personality type and achievement in an undergraduate physiology course. The American Journal of Physiology, 1992; 262: S1-S3.
  20. Verma BP & Sharma JP .Relationship between learning styles and academic achievement of high school girls. Journal of educational research and extension, 1987; 24(2): 90-98
  21. Wilz B .Relationship between personality type and grade point average of technical college students. Unpublished M.A. Thesis, University of Wisconsin-Stout, 2000.

## Journal of Social Welfare and Management

### Library Recommendation Form

If you would like to recommend this journal to your library, simply complete the form below and return it to us. Please type or print the information clearly. We will forward a sample copy to your library, along with this recommendation card.

**Please send a sample copy to:**

Name of Librarian

Library

Address of Library

**Recommended by:**

Your Name/ Title

Department

Address

**Dear Librarian,**

I would like to recommend that the library subscribe to the **Journal of Social Welfare and Management**. I believe the major future uses of the journal for our library would be:

1. As useful information for members of my specialty.
2. As an excellent research aid.
3. As an invaluable student resource.
4. **I have a personal subscription and understand and appreciate the value an institutional subscription would mean to our staff.**
5. Other

Should the journal you're reading right now be a part of your University or institution's library? To have a free sample sent to your librarian, simply fill out and mail this today!

Stock Manager  
**Red Flower Publication Pvt. Ltd.**  
 41/48, DSIDC, Pocket-II, Mayur Vihar, Phase-I  
 P.O. Box No. 9108, Delhi - 110 091 (India)  
 Tel: 91-11-65270068, 22754205, Fax: 91-11-22754205  
 E-mail: redflowerppl@gmail.com, redflowerppl@vsnl.net  
 Website: www.rfppl.com



## Regional Disparities among three Regions of Andhra Pradesh (A study on the Backwardness of Rayalaseema Region)

G. Sivaiah\*

Chaganti Rami Reddy\*\*

K.V.Amarnath\*\*\*

### ABSTRACT

There are significant differences among the three regions of Andhra Pradesh in terms of physical, meteorological and socio-economic characteristics. To ensure inter-regionally equitable development, several committees and special Regional Development Boards are constituted to suggest and over see the execution of special schemes for the development of backward regions in the state. However, the regional disparities persist even after five decades of economic planning in Andhra Pradesh., An attempt is made in this paper to analyze the backwardness of Rayalaseema region during 1993-04 – 2001-02. It is also attempted to identify the factors retarding the economic progress of the region and to suggest feasible measures to promote the progress and growth of Rayalaseema region.

### INTRODUCTION

The population of Rayalaseema region increased marginally indicating limitations of family planning and birth control programmes implemented

The higher proportion of slum population (belonging to weaker sections) to total population in Rayalaseema region indicates that the efforts of the government to provide large scale housing facilities to the weaker sections and to backward regions failed to drive home the desired purpose.

The higher proportion of barren & uncultivable land to geographical area and the share of cultivable wasteland in Rayalaseema indicates the failure of agricultural

development programmes in expanding the area under agriculture.

There is a shift in the cropping pattern from non-food crops to food crops. The area under cereals and millets declined slightly in Rayalaseema, the area under pulses nearly doubled between 1991 and 2001 and the area under oil seeds in Rayalaseema declined.

Allied activities like livestock and dairy development that are intended to provide income and employment opportunities are limited in Rayalaseema and the governmental support to these programmes need to be expanded.

The irrigational facilities in Rayalaseema have been very limited and the efforts of the government to expand the ayacut area under different sources of irrigation did not yield positive results.

The percentage of net area irrigated under tube wells increased significantly. This is dangerous and adversely affects the ecological balance of the region where ground water level is receding fast making the lives of the people miserable.

---

**Author's Affiliation:** \*Research Fellow (MRP), Department of Economics, \*\*Assistant Professor, Department of Sociology, \*\*\*Research Scholar, Department of Sociology, Sri Krishnadevaraya University, Anantapur- A.P.

**Reprint's request:** Chaganti Rami Reddy, Assistant Professor, Dept. of Sociology, Sri Krishnadevaraya University, Anantapur - 515 055, Mobile No: +91 94417 34834., E-mail: chagantisku@yahoo.co.in.

(Received on 04.12.2010, accepted on 19.02.2011)

Factories established in Rayalaseema region are smaller in their size and investment and the per unit working capital and productive capital of the factories in Rayalaseema is far less than the rise in other two regions. In spite of liberalization and determined governmental efforts to promote industrial activity, in Rayalaseema has been discouraging as it failed to provide employment opportunities to the surplus workers in agriculture.

Though the number of beds per 000 population declined and the number of doctors per 000 populations remained unchanged in Rayalaseema region which indicates that there is no significant improvement in the medical facilities provided in Rayalaseema region.

Motor vehicles per 000 population remained unchanged in all the three regions... Private motor vehicles per 000 populations in Rayalaseema region decreased

Road length per 000 sq kms has been very low in Rayalaseema and there is no improvement in the transport facilities provided by the government in Rayalaseema region. The rise in the number of population on each bank is more in Rayalaseema region compared to other two regions.

### **MEASURES TO MITIGATE BACKWARDNESS OF RAYALASEEMA**

In view of the persisting backwardness of Rayalaseema the following measures may be implemented to mitigate the distress of the people.

The growth of population is to be checked by implementing the family planning programmes effectively. Schemes are to be executed to promote the living conditions of slum dwellers by intensifying the house construction activity.

Efforts are to be made to bring barren and uncultivable land and cultivable waste lands under cultivation. Watershed programmes are to be modified to enhance their benefits by developing permanent pastures and stabilizing

agriculture under tanks in drought prone region.

Cropping patten maintaining a balance between food and non-food crops has to be encouraged in Rayalaseema region. Allied activities that provide additional employment and income to rural people are to be encouraged.

Sinking of bore wells and deep-wells in drought prone areas is to be abandoned to prevent the depletion of ground water resources. On the other hand, minor irrigation tanks and percolation tanks are to be reconstructed and maintained to preserve the rainwater for the purpose of recharging the wells around.

Under the policy of the government for the development of agriculture special package programmes are to be implemented for the benefit of backward and drought prone areas in the state.

Rationalization of power tariff for agricultural uses through a flexible and accommodative tariff policy rather than a policy of free supply of power to all regions and all farmers is to be implemented for the benefit of drought prone areas.

It is essential to examine the adverse effects of Artificial Rain harvesting projects on the ecological status of drought prone areas in the long run and effect suitable modifications in the implementation of the project to ensure ecological balance in the drought prone areas.

Industrial development programmes need to be expanded and many industrial units are to be established in Rayalaseema by extending concessions, if necessary. Medium and small-scale industries are to be encouraged to provide employment opportunities in the region.

It is common for different regions in a state or a country to differ among them in terms of social, economic and human development. Myriad of factors - natural, political and administrative factors contribute for regional inequalities or disparities. Infact the root cause for regional inequalities can be traced to the inter-regional inequalities in resource endowment - physical and human resources,

and their use for economic development. Economic planning in India and Andhra Pradesh has been aiming at rapid economic growth. Further, reducing regional inequalities or ensuring regional balance has been one of the major concerns of economic planning.

Andhra Pradesh state comprises of three natural sub-divisions namely Coastal Andhra, Telengana and Rayalaseema. There are significant differences among these three regions in terms of physical, meteorological and socio-economic characteristics. Realizing these regional disparities Government of Andhra Pradesh has designed and implemented a host of special schemes and programmers for the development of backward regions of Telangana and Rayalaseema. To ensure inter-regionally equitable development, several committees and special Regional Development Boards are constituted to suggest and over see the execution of special schemes for the development of backward regions in the state.

However, the Governmental efforts to redress the grievances of backward regions in the state failed to narrow down the inter-regional inequalities at a desired rate and hence the regional disparities persist even after five decades of economic planning in Andhra Pradesh state. Infact, the regional disparities in terms of Industrial progress, employment opportunities, apart from political domination, have formed the basis for the demand for the disintegration of Andhra Pradesh state.

### PURPOSE OF THE STUDY

In this context, an attempt is made in this paper to analyse the imbalance or backwardness of Rayalaseema region in terms of agriculture, irrigation, industrial and infrastructural status. The periods of 1994-95 and 2001-02 are selected for the purpose of analysis of regional status. Further, it also attempts to identify the factors retarding the economic progress of the region and to suggest feasible measures to promote the progress and growth of Rayalaseema region.

### RAYALASEEMA REGION

Rayalaseema region consists of four districts, Coastal Andhra region consists of nine districts and Telangana region consists of 10 of the 23 districts of Andhra Pradesh state. The demographic profile of Rayalaseema region during 1991-2001 is presented in Table: I. Rayalaseema region accounts for one-fourth, Coastal Andhra region accounts for one-third and Telangana accounts for nearly 42.00 percent of the total geographical area of Andhra Pradesh. According to 2001 census 17.73 percent of the state's population live in Rayalaseema region while the remaining population is distributed equally between the other two regions. Between 1991 and 2001 the population of Coastal Andhra Region declined by a little more than 2.00 percent, the population of Rayalaseema region increased marginally. This indicates that the family planning and birth control programmes have been implemented effectively in Coastal Andhra Region compared to other two regions in the state.

The proportion of slum population (belonging to weaker sections) to total population in Rayalaseema region (6.57) is more than that in Coastal Andhra region (5.80) in 2001. The share of census houses in Rayalaseema region to the total houses in the state corresponds to the share of its population to state's population (17.50 percent) while it exceeds in Coastal Andhra region and falls short in Telangana region during 1991-2001. The relative shares of census houses to total houses in the state in all the regions remained unchanged during the decade. This indicates that the efforts of the government to provide large scale housing facilities to the weaker sections and to backward regions failed to drive home the desired purpose. The density of population per sq km is 200 in Rayalaseema region, 341 in Coastal Andhra region and 268 in Telangana region in 2001. The percentage of female population to total population increased marginally in Rayalaseema, decreased marginally in Telangana region and remained constant in Coastal Andhra region during 1991-2001. On the other hand, the

proportion of rural population to total population in all the three regions remained more or less the same between census years.

There is a significant rise in the percentage of literates to total population between 1991 and 2001 in all the three regions. However, nearly one half of the total females are literates in Coastal Andhra region while 42.00 percent of the females are literates in the other two regions. On the other hand there is a significant decline in the share of main workers to total population in all the three regions during 1991-01. In 2001 the proportion of main workers to total population in Rayalaseema and Telangana regions is less than 40.00 percent and it is 42.00 percent in Coastal Andhra region. The proportion of non-workers to total population registered a marginal fall in all the three regions. Infact, the proportion of non-workers in Rayalaseema region (52.22) is less than that of other two regions. This indicates that many non-workers are forced to find work to earn their bread in the drought prone Rayalaseema region. It is also noticed that nearly 8.00 percent of the total population all the three regions are marginal workers in 2001.

### **STATUS OF AGRICULTURE IN RAYALASEEMA REGION**

The details relating to land utilization, area under crops, livestock population etc in Rayalaseema region is shown in Table: II. A little more than one fifth of the geographical area of Rayalaseema region is under forests during the last decade. The proportion of barren & uncultivable land to geographical area has been highest in Rayalaseema region and increased marginally during 1991-2001 indicating the backwardness of the region. Higher share of cultivable wasteland in Rayalaseema indicates the failure of agricultural development programmes in expanding the area under agriculture. On the other hand, low proportion of land under permanent pastures in Rayalaseema region indicates the limitations of watershed programmes implemented in the region.

The percentage of net area sown to the geographical area in Rayalaseema region during 1993-2002 is 49.00. The area under food crops showed an improvement and that of non-food crops showed a slump in Rayalaseema region during the decade. This indicates a shift in the cropping pattern from non-food crops to food crops. A closer look at the area under different crops reveals that the area under cereals and millets declined slightly in Rayalaseema and the area under pulses nearly doubled between 1991 and 2001. It is interesting to note that the area under oil seeds in Rayalaseema declined by 2.00 percent during this decade.

The import policy of the government permitting the import of palm oil added to the miseries of groundnut farmers leading to a steep fall in the demand for groundnut... The Bio-technology Department has been implementing 15 programmes for the development of agriculture covering several crops in Andhra Pradesh. Unfortunately, groundnut crop failed to find a place in the package of crops for development by Bio-technology Department. The National Oil Seeds and Oil Development Corporation implemented programmes covering a set of crops raised in some district except in Anantapur, the lead district in the production of groundnut in the state.

Livestock and dairying are the allied activities that provide additional income and employment to the rural people in backward areas. The livestock population in Rayalaseema region is far less than that of the same in other two regions. Infact, it is less than one half of the livestock population of Telangana region in 2001. Similarly, the poultry population in Rayalaseema region is less than one third of the Poultry population in the other two regions of the state. All this indicates that the allied activities that are intended to provide income and employment opportunities are limited in Rayalaseema and the governmental support to these programmes need to be expanded.



**Table I: Demographic profile of Rayalaseema region**

S. N	Details	Coastal Andhra		Telangana		Rayalaseema	
		1991	2001	1991	2001	1991	2001
1	Geographical Area 000 Sq Km	92.80	92.80	114.80	114.80	67.40	67.40
2	Percentage to state Area	33.74	33.74	41.74	41.74	24.52	24.52
3	Population (lakhs)	287.33	316.45	260.89	309.73	116.86	134.93
4	Percentage to State population	43.20	41.58	39.22	40.69	17.57	17.73
5	Density of population per sq km	309	341	227	269	174	200
6	No of Census houses (lakhs)	61.60	75.97	49.84	61.29	23.30	29.06
7	Percentage to State total houses	45.71	45.68	36.99	36.85	17.29	17.47
8	Females per 1000 males	984	990	967	971	955	970
9	Female population (lakhs)	142.52 (49.60)	157.30 (49.71)	132.66 (50.85)	152.49 (49.23)	57.09 (48.85)	66.41 (49.22)
10	Rural population (lakhs)	214.27 (74.57)	238.30 (75.30)	182.15 (69.82)	211.05 (68.14)	89.79 (76.83)	103.62 (76.80)
11	Slum population (lakhs)		18.35 (5.80)		36.32 (11.73)		8.86 (6.57)
12	Literate population (lakhs)	112.00 38.98	178.46 (56.39)	88.96 (34.10)	159.35 (51.45)	43.91 (27.57)	70.94 (52.58)
13	Percentage of female literates	36.61	49.35	29.21	41.91	30.08	41.74
14	Main Workers (lakhs)	121.54 (42.30)	118.50 (37.45)	112.51 (42.12)	117.93 (38.08)	50.41 (43.12)	53.58 (39.70)
15	Marginal Workers (lakhs)		25.17 (7.95)		22.84 (7.26)		10.94 (7.96)
16	Non-Workers (lakhs)	158.53 (55.17)	72.68 (54.57)	143.54 (55.10)	169.25 (54.64)	63.37 (54.27)	70.53 (52.22)

(Figures in lakh hectares) Note: Figures in the brackets indicate percentage to their respective totals., Source: Directorate of Economics & Statistics, Govt. of A.P, Statistical Abstract of Andhra Pradesh, 2003, Hyderabad.

### STATUS OF IRRIGATIONAL FACILITIES IN RAYALASEEMA REGION

The status of irrigation facilities in Rayalaseema region between 1994-95 and 2001-02 is presented in Table: III. The gross area irrigated in Rayalaseema in 2001-02 is less than 7.89 percent of its geographical area while it is 21.00 percent in Telangana and 27.37 percent in Coastal Andhra region. Area irrigated more than once in Rayalaseema

region is 1.52 percent of its geographical area as against 5.04 percent in Telangana and 7.07 percent in Coastal Andhra region in 2001-02. This shows that the irrigational facilities in Rayalaseema have been very limited the efforts of the government to expand the ayacut area under different sources of irrigation did not yield positive results.

An enquiry into the area irrigated under different sources in Rayalaseema reveals interesting facts. Net area irrigated under canals in Rayalaseema declined from 22.90 percent in 1994-95 to 17.45 percent in 2001-

**Table II: Status of Agriculture in Rayalaseema region**

S. N	Details	Coastal Andhra		Telangana		Rayalaseema	
		1994-95	2001-02	1994-95	2001-02	1994-95	2001-02
1	Geographical area	92.55	92.55	114.49	114.49	67.22	67.22
2	Forests	19.82 (21.42)	19.82 (21.42)	27.91 (24.37)	27.45 (23.98)	14.72 (21.90)	14.72 (21.90)
3	Barren & uncultivable land	8.34 (9.01)	7.88 (8.52)	5.53 (4.83)	5.97 (5.21)	6.78 (10.09)	6.99 (10.39)
4	Cultivable waste	3.09 (3.34)	2.61 (2.82)	1.95 (1.70)	2.16 (1.89)	2.76 (4.08)	2.23 (3.31)
5	Permanent Pastures	2.78 (3.00)	2.51 (2.71)	3.98 (3.48)	3.46 (3.02)	0.80 (1.18)	0.80 (1.18)
6	Net Area sown	38.45 (40.32)	37.73 (40.77)	38.83 (33.92)	40.82 (35.66)	26.56 (39.51)	26.69 (39.70)
7	Area under food crops	41.20 (44.52)	40.99 (44.28)	(27.43)	33.99 (29.69)	10.06 (14.97)	11.46 (17.04)
8	Area under non-food crops	12.41 (13.40)	9.59 (10.36)	13.80 (12.05)	14.02 (12.25)	18.96 (28.21)	17.52 (26.06)
9	Area under cereals & millets	26.12 (28.22)	23.81 (25.73)	21.39 (18.68)	22.50 (19.66)	5.27 (7.84)	5.05 (7.52)
10	Area under pulses	7.76 (8.38)	8.98 (9.70)	6.37 (5.56)	7.14 (6.23)	1.88 (2.80)	3.08 (4.58)
11	Area under oil seeds	5.55 (6.00)	3.63 (3.93)	8.92 (7.79)	6.13 (5.35)	17.45 (25.96)	15.80 (23.50)
12	Livestock population (lakhs)	110.63	121.78	152.86	164.18	65.61	74.15
13	Poultry population (lakhs)	221.61	301.43	207.32	254.22	69.91	78.30

(Figures in lakh hectares), Note: Figures in the brackets indicate percentage to net area irrigated.,Source: Directorate of Economics & Statistics, Govt. of A.P, Statistical Abstract of Andhra Pradesh, 2003, Hyderabad.

**Table III: Status Irrigation in Rayalaseema region**

S. N	Details	Coastal Andhra		Telangana		Rayalaseema	
		1994-95	2001-02	1994-95	2001-02	1994-95	2001-02
1	Area irrigated more than once	7.03	6.54	3.89	5.04	1.32	1.52
2	Percentage to geographical area	7.60	7.07	3.40	4.41	1.96	2.27
3	Gross area irrigated	28.78	27.31	16.49	20.28	6.57	7.89
4	Percentage to geographical area	31.10	29.51	14.40	17.72	9.77	11.74
5	Net area irrigated	21.75	20.77	12.60	15.24	5.24	6.37
6	Percentage to geographical area	23.50	22.44	11.01	13.31	7.80	9.47
7	Net area irrigated under canals	12.54 (57.66)	12.00 (57.77)	2.31 (18.33)	2.48 (16.17)	1.20 (22.90)	1.11 (17.45)
8	Net area irrigated under Tanks	4.18 (19.21)	2.96 (14.25)	2.18 (17.30)	1.93 (12.58)	0.55 (10.50)	0.78 (12.24)
9	Net area irrigated under Tube wells	2.72 (12.51)	3.46 (16.66)	2.08 (16.51)	4.86 (31.68)	1.19 (22.71)	2.84 (44.58)
10	Net area irrigated under other wells	1.20 (5.51)	1.16 (5.58)	5.41 (42.94)	5.45 (35.53)	2.19 (41.79)	1.50 (23.55)
11	Net area irrigated under other sources	1.10 (5.06)	1.15 (5.54)	0.64 (4.692)	0.52 (3.39)	0.10 (1.19)	0.13 (2.04)

(Figures in lakh hectares), Note: Figures in the brackets indicate percentage to their respective totals., Source: Directorate of Economics & Statistics, Govt. of A.P, Statistical Abstract of Andhra Pradesh, 2003, Hyderabad.



**Table IV: Industrial status in Rayalaseema region**

S. N	Details	Coastal Andhra		Telangana		Rayalaseema	
		1993-94	2001-02	1993-94	2001-02	1993-94	2001-02
1	No. of registered factories	5657	5912	10093	4992	1899	2259
2	Fixed Capital (Rs. in lakhs)	11130	14050	4160	10720	690	2550
3	Per unit fixed capital (Rs in lakhs)	196.74	237.44	41.22	214.72	36.33	112.88
4	Working Capital (Rs. in lakhs)	910	170	2020	4400	260	460
5	Per unit working capital (Rs in lakhs)	16.08	28.71	20.01	88.14	13.69	20.36
6	Productive Capital (Rs. in lakhs)	10150	16180	6190	13260	950	2710
7	Per unit productive capital (Rs in lakhs)	179.42	273.68	61.33	265.62	50.03	119.97
8	No. of Workers	215512	203131	476332	522660	55780	44731
9	Per unit workers	38	34	47	105	29	20
10	No. of employees	270164	254793	556182	598337	68793	57225
11	Per unit employees	48	43	55	120	36	25

Note: Figures in the brackets indicate Number per 000 population., Source: Directorate of Economics & Statistics, Govt. of A.P, Statistical Abstract of Andhra Pradesh, 2003, Hyderabad.

**Table V: Status of Infrastructural facilities in Rayalaseema region**

S. N	Details	Coastal Andhra		Telangana		Rayalaseema	
		1993-94	2001-02	1993-94	2001-02	1993-94	2001-02
1	No. of hospitals & dispensaries	827 (3)	875 (3)	746 (3)	794 (3)	378 (3)	408 (3)
2	Number of beds	12905 (42)	13522 (43)	15132 (58)	16750 (54)	5758 (49)	6194 (46)
3	Number of doctors	2961 (10)	3680 (12)	3236 (12)	3843 (12)	1337 (11)	1906 (12)
4	No. of motor vehicles APSRTC	6015 (21)	7079 (22)	6823 (26)	8316 (26)	3154 (27)	3927 (27)
5	No of motor vehicles Private	1178 (4)	1235 (4)	342 (1)	293 (1)	888 (8)	854 (6)
6	Number of post-offices	6644 (23)	6655 (21)	5866 (22)	5868 (19)	3683 (32)	3688 (27)
7	No. of telephone exchanges	820 (3)	1202 (4)	749 (3)	1182 (4)	469 (4)	619 (4)
8	Number of bank offices	2101	2296	1900	2178	777	848
9	Population per bank office	14000	14444	15000	15400	16000	16250
10	Black top road length (PR) Kms	3374	4587	1057	5729	569	1689
11	Road length per 000 Sq. Km (in km)	0.36	0.49	5729	0.59	0.004	0.25

Note: Figures in the brackets indicate Number per 000 population.  
Source: Directorate of Economics & Statistics, Govt. of A.P, Statistical Abstract of Andhra Pradesh, 2003, Hyderabad.

02. On the other hand the percentage of net area irrigated under tube wells increased significantly from 22.71 to 41.58 during 1994-2002. This is dangerous and adversely affects the ecological balance of the region where ground water level is receding fast making the lives of the people miserable. Governmental policy to provide loans and subsidy to deepening of the old wells and sinking of new wells in this drought prone area resulted in sinking of tube wells for irrigation and contributed to the depletion of ground water level in the region. Perhaps, this is the reason for the increase in the gross area irrigated and net area irrigated in Rayalaseema region during 1994-2003. Infact, well irrigation in drought prone areas is a luxury and sinking of tube wells is to be discouraged firmly.

#### **STATUS OF INDUSTRIAL PROGRESS IN RAYALASEEMA REGION**

The number of registered factories, fixed capital, working capital, productive capital, workers and employees working in the industrial units in Rayalaseema during 1993-94 - 2001-2002 are presented in Table: IV. It is found that more than one half of the total registered factories in the State are located in Telangana region and only 11.00 percent of the factories in the state are established in Rayalaseema region in 1993-94. It is interesting to know that the percentage of factories in coastal Andhra region increased significantly by 2001-2002 while the share of Telangana declined remarkably. However, the percentage of factories in Rayalaseema region to state's total showed a small rise by 4.00 percent. This is perhaps due to the constant and strong demand for a separate statehood for Telangana region.

Similarly there is a shift in the growth of fixed capital invested in these factories. The per unit fixed capital invested in the factories works out to Rs. 214.70 lakhs in Telangana region, Rs. 196.74 lakhs in Coastal Andhra region and Rs. 122.88 lakhs in Rayalaseema. This indicates that the factories established in Rayalaseema region are smaller in their size and investment. Though the per unit working

capital of the factories showed an increase between 1993-93 and 2001-2002 the rise in the working capital in Rayalaseema is far less than the rise in other two regions. Per unit productive capital works out to Rs.273.88 lakhs in Coastal Andhra region, Rs 265.62 lakhs in Telangana region and Rs 119.97 lakhs in Rayalaseema region. It reveals that the per unit productive capital in the factories of Rayalaseema region is less than one half of the per unit productive capital in the other two regions.

It is noted that the average number of workers in each of the factories in Rayalaseema and coastal Andhra region showed a decline while it increased in Telangana region. In fact, the average number of workers in each factory in Rayalaseema regions is 20, in Coastal Andhra it is 34 and in Telangana region it is 105 in 2001-2002. The trend in terms of average employment in each factory is the same for all the regions. All this indicates that the industrial progress, in spite of liberalization and determined governmental efforts to promote industrial activity, in Rayalaseema has been discouraging as it failed to provide employment opportunities to the surplus workers in agriculture.

#### **STATUS OF INFRASTRUCTURAL FACILITIES IN RAYALASEEMA REGION**

The details relating to some of the Infrastructural facilities available in Rayalaseema region during 1994-2002 are shown in Table: V. The number of hospitals showed in increasing trend and their number per 000 population has been 3 in all the three regions during 1994-2002. Number of beds per 000 population remained constant in Coastal Andhra region and declined in the other two regions during this period. However, the rate of decline in Rayalaseema is more than that of Telangana region. The number of doctors per 000 populations increased in Coastal Andhra and Rayalaseema regions and remained unchanged in Telangana region. All this indicates that there is no significant

improvement in the medical facilities provided in Rayalaseema region.

The number of APSRTC motor vehicles on road showed an increasing trend in all the regions during 1994-2002. But, motor vehicles per 000 population remained unchanged in all the three regions. The number of private motor vehicles on road increased in Coastal Andhra region while it declined in other two regions. Private motor vehicles per 000 population in Rayalaseema region decreased while it remained constant in other two regions during the period under review. Though, the length of black top roads (Panchayat raj) increased significantly in all the three regions, road length per 000 sq kms has been very low in Rayalaseema and in fact it has been less than one half of the road length in other two regions. This shows that there is no improvement in the transport facilities provided by the government in Rayalaseema region.

The number of post offices serving 000 population declined in all the three regions during the period under review. This is perhaps, due to the expansion of private courier services. There is no change in the number of telephone exchanges serving 000 population is 4 in all the three regions of the state. Though, there has been a rise in the number of bank offices, the average population per bank office also increased in all the three regions. However, the rise in the number of population on each bank is more in Rayalaseema region compared to other two regions. From this it is clear that the Infrastructural facilities provided in Rayalaseema region have been highly inadequate.

## FINDINGS AND SUGGESTIONS

Between 1991 and 2001 the population of Rayalaseema region increased marginally. This indicates that the family planning and birth control programmes have been implemented effectively in Coastal Andhra Region compared to other two regions in the state.

The proportion of slum population (belonging to weaker sections) to total population in Rayalaseema region is more than that in Coastal Andhra region and the relative shares of census houses to total houses in the state in all the regions remained unchanged during the decade. This indicates that the efforts of the government to provide large scale housing facilities to the weaker sections and to backward regions failed to drive home the desired purpose.

The proportion of barren & uncultivable land to geographical area has been highest in Rayalaseema region and increased marginally during 1991-01 indicating the backwardness of the region. Higher share of cultivable wasteland in Rayalaseema indicates the failure of agricultural development programmes in expanding the area under agriculture. On the other hand, low proportion of land under permanent pastures in Rayalaseema region indicates the limitations of watershed programmes implemented in the region.

The area under food crops showed an improvement and that of non-food crops showed a slump in Rayalaseema region during the decade. This indicates a shift in the cropping pattern from non-food crops to food crops. The area under cereals and millets declined slightly in Rayalaseema, the area under pulses nearly doubled between 1991 and 2001 and the area under oil seeds in Rayalaseema declined.

The livestock population in Rayalaseema region is far less than that of the same in other two regions. Similarly, the poultry population in Rayalaseema region is less than one third of the Poultry population in the other two regions of the state. All this indicates that the allied activities that are intended to provide income and employment opportunities are limited in Rayalaseema and the governmental support to these programmes need to be expanded.

The gross area irrigated in Rayalaseema in 2001-02 to its geographical area is less than that of the other regions and the area irrigated more than once in Rayalaseema region is 1.52 percent of its geographical area. This shows that the irrigational facilities in Rayalaseema

have been very limited the efforts of the government to expand the ayacut area under different sources of irrigation did not yield positive results.

Net area irrigated under canals in Rayalaseema declined and the percentage of net area irrigated under tube wells increased significantly. This is dangerous and adversely affects the ecological balance of the region where ground water level is receding fast making the lives of the people miserable.

Factories established in Rayalaseema region are smaller in their size and investment. Though the per unit working capital of the factories showed an increase the rise in the working capital in Rayalaseema is far less than the rise in other two regions. Further, the per unit productive capital in the factories of Rayalaseema region is less than one half of the per unit productive capital in the other two regions. In spite of liberalization and determined governmental efforts to promote industrial activity, in Rayalaseema has been discouraging as it failed to provide employment opportunities to the surplus workers in agriculture.

Though the number of beds per 000 population declined in all regions the rate of decline in Rayalaseema is more than that of Telangana region. The number of doctors per 000 population remained unchanged in Rayalaseema region and this indicates that there is no significant improvement in the medical facilities provided in Rayalaseema region.

Motor vehicles per 000 population remained unchanged in all the three regions. The number of private motor vehicles on road increased in Coastal Andhra region while it declined in other two regions. Private motor vehicles per 000 population in Rayalaseema region decreased.

Road length per 000 sq kms has been very low in Rayalaseema and there is no improvement in the transport facilities provided by the government in Rayalaseema region. The rise in the number of population on each bank is more in Rayalaseema region compared to other two regions.

## **MEASURES TO MITIGATE BACKWARDNESS OF RAYALASEEMA**

In view of the persisting backwardness of Rayalaseema the following measures may be implemented to mitigate the distress of the people.

The growth of population is to be checked by implementing the family planning programmes effectively. Schemes are to be executed to promote the living conditions of slum dwellers by intensifying the house construction activity.

Efforts are to be made to bring barren and uncultivable land and cultivable waste lands under cultivation. Watershed programmes are to be modified to enhance their benefits by developing permanent pastures and stabilizing agriculture under tanks in drought prone region.

Cropping pattern maintaining a balance between food and non-food crops has to be encouraged in Rayalaseema region. Allied activities that provide additional employment and income to rural people are to be encouraged.

Sinking of bore wells and deep-wells in drought prone areas is to be abandoned to prevent the depletion of ground water resources. On the other hand, minor irrigation tanks and percolation tanks are to be reconstructed and maintained to preserve the rainwater for the purpose of recharging the wells around. Drip irrigation under the watershed programme with reasonable subsidy is to be encouraged for the benefit of orchard garden growers.

In the wake of World Trade Organization stipulations Government of India have to enforce the anti-dumping measures to protect the demand for Indian agricultural products. It is most urgent to mitigate the effects of globalisation by cutting down the import of palm oil on a large scale. Blue box measures are to be made use of fully by the government to enhance financial support to the agriculture sector.

For the benefit of farmers in drought prone areas groundnut prices are to be made more

remunerative through price support measures. Crop insurance measures are to be extended to the groundnut farmers to save them from distress.

Excessive use of fertilizers and pesticides are to be discouraged to reduce the cost of cultivation in drought prone areas. Supply of quality seeds to the farmers by the Department of Agriculture is to be ensured to prevent farmers' distress. Budget allocations to agriculture are to be enhanced to benefit the farmers in backward and drought prone areas. Low rate bank credit to farmers is to be enhanced to farmers to save them from the exploitation of middlemen.

Under the policy of the government for the development of agriculture special package programmes are to be implemented for the benefit of backward and drought prone areas in the state.

Rationalization of power tariff for agricultural uses through a flexible and accommodative tariff policy rather than a policy of free supply of power to all regions and all farmers is to be implemented for the benefit of drought prone areas. Revenues realized by implementing a rational power tariff policy may be utilized for the development of agriculture in backward and drought prone areas.

It is essential to examine the adverse effects of Artificial Rain harvesting projects on the ecological status of drought prone areas in the

long run and effect suitable modifications in the implementation of the project to ensure ecological balance in the drought prone areas.

Industrial development programmes need to be expanded and many industrial units are to be established in Rayalaseema by extending concessions, if necessary. Medium and small-scale industries are to be encouraged to provide employment opportunities in the region.

## REFERENCES

1. Government of India, Ministry of Rural Development, Guidelines for watershed development, 1994.
2. International Monetary Fund and World Bank, Finance and Development, 1993.
3. Yojana, 1989; 33(14 & 15).
4. Forum of free enterprise, India's ecological heritage and sustainable development.
5. Bhalla, G.S. and Alagh, Y.K. Performance of Indian Agriculture, 1970.
6. Papadakis, J, Agricultural potentialities of world climate, 1970.
7. Subrahmanyam, V.P & Subrahmanyam, A.R. Application of water balance concept for climate study or drought prone areas, 1064.
8. Alfred, F.R. and Chen, Evaluating irrigation needs in humid areas, 1993.



## BOOKS FOR SALE

### CHILD INTELLIGENCE

By **Dr. Rajesh Shukla**

1st Edition, January 2004

ISBN: 81-901846-1-X, Pb, vi+141 Pages

Rs.150/-, CD-ROM Rs.150/-, US\$15/-

Published by **World Informations Syndicate**

This century will be the century of the brain. Intelligence will define success of individuals; it remains the main ingredient of success. Developed and used properly, intelligence of an individual takes him to greater heights. Ask yourself, is your child intelligent! If yes, is he or she utilizing the capacity as well as he can? I believe majority of people, up to 80% may not be using their brain to best potential. Once a substantial part of life has passed, effective use of this human faculty cannot take one very far. So, parents need to know how does their child grow and how he becomes intelligent in due course of time. As the pressure for intelligence increases, the child is asked to perform in different aspects of life equally well. At times, it may be counter-productive. Facts about various facets of intelligence are given here. Other topics like emotional intelligence, delayed development, retardation, vaccines, advice to parents and attitude have also been discussed in a nutshell. The aim of this book is to help the child reach the best intellectual capacity. I think if the book turns even one individual into a user of his best intelligence potential, it is a success.

### PEDIATRICS COMPANION

By **Dr. Rajesh Shukla**

1st Edition, 2001

ISBN: 81-901846-0-1, Hb, VIII+392 Pages

You Pay: **Rs.250/-**, US\$15

Published by **World Informations Syndicate**

This book has been addressed to young doctors who take care of children, such as postgraduate students, junior doctors working in various capacities in Pediatrics and private practitioners. Standard Pediatric practices as well as diseases have been described in a nutshell. List of causes, differential diagnosis and tips for examination have been given to help examination-going students revise it quickly. Parent guidance techniques, vaccination and food have been included for private practitioners and family physicians that see a large child population in our country. Parents can have some understanding of how the doctors will try to manage a particular condition in a child systematically. A list of commonly used pediatric drugs and dosage is also given. Some views on controversies in Pediatrics have also been included. Few important techniques have been described which include procedures like endotracheal intubations, collecting blood samples and ventilation. I hope this book helps young doctors serve children better.

Order to

**Red Flower Publication Pvt. Ltd.**

41/48, DSIDC, Pocket-II, Mayur Vihar, Phase-I

P.O. Box No. 9108, Delhi - 110 091 (India)

Tel: 91-11-65270068, 22754205, Fax: 91-11-22754205

E-mail: [redflowerppl@gmail.com](mailto:redflowerppl@gmail.com), [redflowerppl@vsnl.net](mailto:redflowerppl@vsnl.net)



## In the Absence of their Fathers: The Impact of Male Migration on Children

Bigi Thomas

### ABSTRACT

One of the key issues in any migration study relates to what happens to the family members of migrant after his migration. Invariably most of the migrants are males who move alone without taking with them their wives and children. Several reasons ranging from not having a family visa to education of children prevent the male migrants from taking their family members with them. An attempt has been made to study the positive and negative impacts of male migration on their children. This article examines the different hardships and great changes experienced by children of male migrants with respect to their age and gender. When these children are able to have quality education due to their fathers' migration, findings of this study reveal that the left behind children feel they live in incomplete families and their mothers are overprotective.

**Key Words:** Migration, Self-Concept, Left-behind, Gender, Age.

### INTRODUCTION

Human migration is one of the most challenging issues facing the world today. Indian emigration has been taking place since centuries but never before in history India witnessed such massive movements of people from India to other parts of the world as in the 19<sup>th</sup> and 20<sup>th</sup> centuries<sup>1</sup>.

The basic motivation for migration is predominantly economic all over the world. People move from one place to another in search of better opportunities for employment and income and for economic security. In short, migration is undertaken by people with the hope of raising resources necessary for improving the standard of living for themselves and their kinsfolk on a sustainable basis. There exist, of course, several other motivating factors too - climatic conditions, religions considerations, kinship ties,

educational aspirations and so on, In Kerala, these factors appear to be of little relevance<sup>2</sup>.

Kerala migration, to the rest of India and to countries abroad, is almost entirely determined by economic considerations. The basic motivation for migration from Kerala is economic. People move out of the state in search of employment, higher incomes and greater economic security to improve their and their families' immediate and long term standard of living<sup>2</sup>.

Education is a major migration facilitating factor. From areas where the member of young, educated persons is in excess supply, they tend to move to areas where there is demand for their services. Traditionally, out-migration from the state followed this pattern propensity to migrate were higher among educated persons.

However this was not the case with the Gulf region where the greatest demand, until recently, has been for construction workers. Being a highly literate state which has a large, unemployed population is a salivating factor behind Kerala's large scale migration<sup>2</sup>.

Migration has consequences for men, women and children. In the case of men, the consequences come about mostly because of

---

**AuthorAffiliation:** \*I/C Director, Department of Social Work S. P. University, V.V. Nagar, Gujarat.

**Reprint's request:** Dr. Mrs. Bigi Thomas, I/C Director, Department of Social Work, S. P. University, V.V. Nagar, Gujarat. Email: bigisuresh12@rediffmail.com.

(Received on 15.09.2010, accepted on 25.10.2010)

their own migration. In the case of women, however, consequences can come about, not only because of their own migration, but also because of the migration of their husbands. Children can suffer and benefit because of their parents' migration<sup>3</sup>.

The absence of fathers causes several hardships for children but at the same time it brings several benefits also. Separation leads to several problems especially when separation between father and children is for a long period. Also the benefits and hardships perceived by children can be varied according to their gender and age.

Living in a family with at least one parent away for long periods is part of the normal experience of childhood for many children in the developing world.

The reason for the father's absence alters the effects on the children or the effects change depending on why he is absent is a matter of fact. A central issue which needs more discussion is how father absenteeism relates to cross-sex identity, differences in scholastic aptitude, juvenile or sexual delinquency, and other differences in male and female children<sup>4</sup>.

In modern societies it is becoming more common to see single parent families, most often consisting of children and their mother. Due to such tendencies, concerns are being raised regarding the possible detrimental effects that the absence of a father can have on his children. The father's role in the family is important to the emotional, psychological, and mental development of his children, and is essential in shaping their future behavior and identity<sup>5</sup>.

The fathers influence on the son seems to be an influence that has been more easily understood and appreciated by both laymen and theorists than have other aspects of the father's influence. An important process involved is that of identification or observational learning. Where the father is interested in and involved with the son, both generally accepting him and appropriately monitoring his behaviour and where the father provides a successful model of behaviours for his son, the son generally will acquire many of the characteristics of the father and initially use his father's example as a general

guide to his own career. To become like the father who is reasonably admirable and desirable is regularly associated with appropriate masculinity, popularity and general good adjustment for the boy<sup>6</sup>.

If the father fails in any of these aspects, the risks of the son's incurring such problems as homosexuality, psychological disorders, or a delinquent pattern are increased although there remain adequate adjustment for the boy can be achieved<sup>7</sup>.

Tess Forrest (1966) suggests that the father's influence on the daughter begins earlier than has been appreciated by other psychoanalytic theorists. She must learn paternal trust during infancy when she learns material trust. Especially from her father does the infant girl need confirmation of her desirability as a female and affirmation of her value as a different and separate person. His gentle tenderness communicates to her his pleasure in her femininity. Father by comparison with mother, has a sharper eye, a firmer grip, a rougher cheek, a deeper voice. He is nonetheless equally tender, loving warm and safe and the infant girl can feel herself lovingly cradled by a man's arms and comforted by a man's voice<sup>8</sup>. She further suggests that the daughter's experiences with the father from early infancy are related to the daughter's later ability to trust other males.

In terms of parents' roles while interacting with the children, the mother is described as expressive with children of either sex, while the father is described as expressive with his daughters and instrumental with his sons. The father is described as more appreciative, less demanding with his daughter and responsive to her attractiveness while with the son he is more demanding and more of mentor<sup>5</sup>.

Billings and Wiseman (1970) suggest that a healthy father identification for a daughter involves understanding and empathizing with him and accepting some of his values and attitudes rather than wanting masculine like him. They concur with Heilbrun (1965) in noting the evidence that the daughter may gain a wider, more adaptable range of behaviour from identification with a competent masculine father<sup>9</sup>.

A literature survey by Bryant (2005) of the social cost of separation on children left behind

cited various difficulties, including neglect, poor performance in school, delinquency and psychological and relationship problems. Additional problems cited include claims of children being estranged from their parents and seeing them only as sources of gifts and money and children blaming problems of delinquency, drug abuse and premarital sex on their parents absence<sup>10</sup>.

Difficulties in education may also arise in children who lack fathers. Popenoe (1996) mentions another major study, known as the National Surveys of Children, which reveals that children from single-parent families, especially boys who live with only their mother, are more likely to display problematic behavior in school (p. 62). Likewise, in her book (1994), McLanahan also reveals that children who live with only one parent are more likely to do worse in school, attend school less, and to concern themselves less with college<sup>11</sup>.

From the father, the son learns self-control, maturity, and respect for women. When a male child has a father in his life, he learns to view sex as a special and important part of the male-female relationship, in which both partners are equal. As a result, according to Ancona (1998) some males who lack fathers often do not understand and/or care about the importance that love, mutual respect, and equality have in a relationship. They are simply concerned with using women and sexual relationships as a means to achieve pleasure and gain stamina with their peers.

Findings from the 1996's study on grade school children offer a clearer picture of the effects of parental absence on the situation of children. Among others, the study confirmed that the children left behind experience loneliness and abandonment, but at the same time they also understand their parents' departure. The study found that the children of migrant parents lagged behind in school performance compared to children with both parents present. Children left behind also tended to be less socially adjusted than children whose parents were both present. In terms of spiritual and moral formation, the study suggested that the absence of parents did not have a negative impact on the children

left behind, CBCP, Manila 1996<sup>12</sup>.

Children grow up lacking a father and the uniqueness of their situations can often result in deviant behaviour or strain within the family unit. (Show and emery 1988) found that an accumulation of stressors predicted higher levels of child behaviour problems.

Research on the impact of the mother or father migration on left-behind children is still in its infancy and there are slightly contradictory findings to date on a number of issues, such as whether children do better or worse in school and whether the impact of a mother absence is worse than the impact of the father absence. In the case of the Philippines, an earlier study (Battistella and Conaco 1998) indicates that children with parents away suffered in their social development and psychological well-being, especially when the mother was abroad. This was not confirmed in quite the same way in a more recent study (SMC 2004) where children of migrating parents were doing better on a number of scores, including their performance at school. This is partly related to the affordability of private education through the remittances, which is of higher quality and children thus do better on the whole.

## OBJECTIVES OF THE STUDY

1. To understand the demographic characteristics of migrant families.
2. To study the nature of psychological problems faced by children of male migrants.
3. To find out the self-concept of children of male migrants with regard to their gender and age.. 18

### Hypotheses of the Study

1. There is significant association exists between self -concept of children of male migrants and their gender.
2. There is significant association exists between self -concept of children of male migrants and their age.
3. Lower the feeling of loneliness and insecurity, better the self-concept among children.

## METHODOLOGY

This study is based on the primary data collected in 2004-2005 from nine migration prone taluks, three taluks each from Kottayam, Pathanamthitta and Alappuzha districts of Kerala state in India for a detailed study of the impact of migration on the families of male migrants. 120 left behind wives of migrants were selected to understand the impact of their husbands' migration on them with the help of quota and purposive sampling.

All the children interviewed to study about the impact of absence of their fathers at home, were the children of selected wives, who are in the age group of 7-18 years and as only 60 children were available who fitted with the selection criteria in the households under study, the number of respondents is fixed as 60. If there were more than one child in the house hold who fitted the selection criteria, only one was selected for the study.

## TOOLS OF DATA COLLECTION

1. A detailed interview schedule is used to collect data regarding the general back ground information and the feelings and attitudes of children towards their fathers' migration.

2. An 80 item Children's Self-Concept Scale developed by Piers-Harris (1969) to find out the level of self-concept of children

## MAJOR FINDINGS AND CONCLUSIONS

Most of the respondents are boys belong to Christian religion from nuclear families between 10 -12 age group. It is evident from this study that economic remittances from their working abroad fathers are enabling the children to have better education as majority of them are studying in English medium and private schools. This supports the findings of some earlier studies that almost all migrant families have built good houses or renewed and extended old ones, bought properties and gold,

given good education for their children and have modern life facilities (Reeba, 2004) and majority of the women were very keen to ensure that the children were admitted in good schools, preferably convent schools or other English medium institutions (Sekhar, 1996).

Due to the absence of their fathers at home children reported that they have become self -reliant, independent and courageous, a factor which was also recognized by Reeba (2004). At the same time children do feel less confident, insecure, lonely and over - protected in the same condition.

All the children are staying at home and majority of them are average in their academic performances. In their mothers opinion most of them are obedient and do not want to join their fathers in near future mainly because of their studies. Many children reported that they help their mothers in house hold activities.

While 30 percent each want to become doctors and engineers, a whopping 20 percent want to become nurses. It is evident that increasing demand and scope of this profession must have influenced the career decisions of these children too.

Even though many children reported that they are attached to both the parents, 54 percent of them can share everything with their mothers only. Finding of this study makes it clear that helping these children in studies is mainly the responsibility of mothers.

While chi - square tests results reveal that there is significant association between age of the children and their feeling of loneliness, feeling of being insecure and feeling of mother over - protective, no significant association is seen between their age and feeling of enjoying more freedom and feeling of incomplete family.

This study further reveals that there is significant association between the gender of the children and their feeling of mother being over - protective. But no significant association is seen among the children between their gender and their feeling of enjoying more freedom, feeling of loneliness, feeling of incomplete family and feeling of insecurity.

Chi - square tests show significant



associations between age of the children and different sub variables of their self - concept like behaviour, intellectual school status, physical appearance and attribute, popularity, happiness & satisfaction. It further states that there is significant association between the age and self - concept of the children.

Again this study reveals significant associations between gender of the children and their anxiety, happiness & satisfaction while no significant associations are seen

between gender and their behaviour, intellectual school status, popularity and physical appearance and attribute. So there is no significant association between gender and Self-concept of the children. It is very clear from this study that there are significant associations between self concept of the children and their religion, educational level and type of school when no significant association is seen between the self - concept of the children and their medium of learning and type of family.

**Table 1: Table showing correlations between dependant variables like loneliness, feeling insecure, feeling of incomplete family and feeling of mother over-protective with the age and gender of the respondents**

	loneliness	Feeling insecure	Feeling of incomplete family	Feeling of mother over-protective
Age	-0.116	0.060	0.253	-0.265
sig	0.207	0.547	0.117	0.006
Gender	0.015	0.182	0.039	0.403
sig	0.874	0.067	0.679	0.000

Spearman's Rank Correlation reveals negative correlation between feeling of mother over-protective and the age of the children as these variables are negatively correlated, ( $r =$

0.265, significant at 0.00 level) where as it is clear that feeling of mother being over-protective is more among boys than girls i.e. ( $r = 0.403$ , significant at 0.00 level).

**Table 97: Table showing correlations between Self-concept and different independent variables related to children.**

	Loneliness		Feeling Insecure		Feeling of Incomplete Family		Feeling of mother Over-protective.	
Self-Concept	value	0.515	value	0.329	value	0.209	value	-0.092
	Sig	0.000	Sig	0.001	Sig	0.026	Sig	0.343

The above table shows the correlations between self-concept and different independent variables like loneliness, feeling insecure, feeling of incomplete family, feeling

of mother over-protective etc among children. This study attempts to examine the correlations between the self-concept of the children left out by their migrant fathers in

terms of loneliness, feeling insecure, feeling of incomplete family and feeling of mother over-protective.

Feeling of loneliness and self-concept of the children are positively correlated i.e. ( $r = 0.515$ , significant at 0.00 level) which means higher the feeling of loneliness due to the absence of father at home, better the self-concept.

There is positive correlation between feeling of insecurity and self concept of the children i.e. ( $r = 0.329$ , significant at 0.00 level) that means higher the feeling of insecurity, better the self-concept.

Further it can be seen that there is positive correlation between the self-concept of the children and their feeling of incomplete family i.e. ( $r = 0.209$ , significant at 0.02 level), which makes it clear that if higher the feeling of incomplete family among children, better the self-concept among children. It can be inferred from the findings that the independent variables namely loneliness, feeling of insecurity and feeling of incomplete family are positively correlated with their self-concept.

So it can be concluded that higher the feeling of loneliness, insecurity and incomplete family, better the self-concept the left out children of male migrants have. This means the more they feel the absence of fathers, better the self-concept they have. Putting efforts by themselves to make up the absence of their fathers at home due to their migration is undoubtedly helping these children to have a better self-concept which includes behaviour, intellectual school status, physical appearance and attribute, anxiety, popularity, and happiness & satisfaction as variables.

Letters are the still widely used method of communication between the fathers and children. As every letter takes at least a week to reach to the addressee, communication between them cannot be considered as fast. Training the children to have chat on internet with their dear ones and to send emails can be a solution to take the communication more effectively, so that many problems like loneliness, misunderstanding, and inability to make joint decisions etc can be addressed.

## REFERENCES

1. Irudaya Rajan. Dynamics of International migration from India: Its economic and social implications. Paper presented in the Adhoc Expert Group meeting on Migration and Development of Economic and Social Commission for Asia and Pacific in Bangkok, August 27-28, 2003.
2. Zachariah, K.C., E.T. Mathew, S. Irudaya Rajan. Dynamics of Migration in Kerala. Dimensions, Determinants and Consequences. Hyderabad; Orient Longman Pvt Limited, 2003.
3. Zachariah, K.C., B.A. Prakash, S. Irudaya Rajan. Kerala Emigrants in the United Arab Emirates: Issues, Problems and Prospects, prepared for the Government of Kerala, Thiruvananthapuram, 2001.
4. Baruch, G. K., Barnett, R. C. Fathers' participation in the care of their preschool children. *Sex Roles*, 1981; 7(10): 1043-1055.
5. Badaines, J., Identification, imitation, and sex-role preference in father-present and father-absent Black and Chicano boys. *Journal of Psychology*, 1976; 92: 15-24.
6. Harris, K. M., Morgan, S. P. Fathers, sons, and daughters: Differential paternal involvement in parenting. *Journal of Marriage and the Family*, 1991; 53: 531-544.
7. Brook, J. S., Whiteman, M., Brook, D. W., & Gordon, S. Depressive mood in female college students: Father-daughter interactional patterns. *Journal of Genetic Psychology* 1983; 149: 485-504.
8. Belsky, J. The determinants of parenting :A process model. *Child Development*, 1984; 55: 83-96.
9. Biller, H. B., Weiss, S. D. The father-daughter relationship and the personality development of the female. *Journal of Genetic Psychology*, 1970; 116: 79-93.
10. Byrant. International Migration in the Escape Region: Key Policy Implications, 2005.
11. McLanahan, Sara, Gary Sandefur. Growing Up With a Single Parent: What Hurts, What Helps, Cambridge: Harvard University Press, 1994.
12. Cruz Victoria Paz, Seasonal orphans and solo parents the impact of overseas migration, Scalabrini Migration Center, CBCP Commission on Migration and Tourism, Manila, 1987.



## Social Inclusion of Scheduled Caste Women (A Study on Social Inclusion of Scheduled Caste Women Through Protective Discrimination in Anantapur District of Andhra Pradesh)

M. Kalpana Krishnaiah\*

R.V.K. Naidu\*\*

### ABSTRACT

Social exclusion manifests itself in the persistent lack of an individual's access to functioning as compared to other members of society and we model it as being in a state of deprivation over time. The Scheduled Castes were excluded from the main stream society, suffered stigma and discrimination, lived in poverty and remained marginalized group. The women among Scheduled castes suffered twin disadvantages, one because of their caste and the other because of their gender. Its almost 60 years since the Protective Discrimination was provided, and about three generations have reaped the fruits of it. How did it help Scheduled Caste Women? Was there social inclusion of Scheduled Caste women, the hitherto socially excluded? Did the Scheduled Caste Women in Andhra Pradesh benefit from Protective Discrimination as means of social inclusion? The study tries to find answers to these questions.

**Key words:** Social Exclusion, Deprivation, Equity.

### INTRODUCTION

In every society there are in some form or the other, status-groups based on power, privileges and prestige. (MacIver and Page, 1983) The formation of higher and lower status and inequality in the distribution of power and privileges can be regarded as social stratification (Bottomore, T.B. 1978). The norms regarding social groups based on power, privileges and prestige, lead to formation of higher and lower status societal positions based on social inequality (Ghurye G.S. 1999). From the point of view of enjoying power and privileges were differently ranked groups having their respective status in society.

Those who have more power and privileges belong to higher social status and vice - versa.

The Caste system based on notions of purity and pollution believed that the Scheduled Castes were impure and branded them 'untouchables'. From this notion flowed all the disabilities and denials of not only economic rights, but also social, cultural and political rights to Scheduled Castes. The Scheduled Castes were excluded from mainstream society, suffered stigma and discrimination, lived in poverty and remained as marginalized group.

### THE SCHEDULED CASTE WOMEN EPITOME OF EXCLUSION

The women among the Scheduled Castes suffered twin disadvantages, one because of their caste and the other because of their gender. They were 'under privileged' among the 'under-privileged' and 'discriminated' among the 'discriminated'.

---

**Author's Affiliation:** \*Research Scholar, \*\*Professor, Department of Sociology, Sri Krishnadevaraya University, Anantapur, A.P.

**Reprint's request:** M. Kalpana Krishnaiah, , \*\*Department of Sociology, Sri Krishnadevaraya University, Anantapur, A.P. E-mail: kalpanahari996@gmail.com, Mobile No: 09441950397

(Received on 26.11.2010, accepted on 30.01.2011)

The Scheduled Caste Women was essence and epitome of ignorance, illiteracy, poverty and pollution. She was an object of sexual pleasure for the higher castes from the time immemorial. The socio cultural religious and economic structure of the society made the Scheduled Castes completely subservient on the higher castes. The economic weakness of the Scheduled Castes was ruthlessly exploited by the higher castes, which took firm shape of sexually abusing the Scheduled Caste Women. As Desai (1993) puts it, the Scheduled Caste women were mere instruments to quench the sexual hunger of the dominant higher castes and so called untouchability of the Scheduled Caste women never came in the way of gratification of sex. In some parts of the country the orthodox Brahmins, after having sex with a Scheduled Caste women remained pure by discarding their old sacred thread for a new one with a purification bath (Deshpande, 1993).

The caste and gender of the Scheduled Caste Woman made her to perform certain menial tasks that were considered to be impure and defiling. She was to discharge duties such as disposal and human waste, looking after cleanliness at the times of birth, menstruation and death. Even today, many of the indigenous 'Dai' and 'Midwife' in the rural areas are Scheduled Castes only. In some parts of the country the Scheduled Castes women was 'Rudali' the professional mourner, specially summoned to weep and wail over the mortal remains of the higher caste person. Summing up, the Scheduled Caste woman in the past was a symbol of sex and a woman meant to perform menial jobs.

## SOCIAL EXCLUSION AND INCLUSION

Exclusion on the basis of race, religion, and ethnicity exists in all the societies under diverse social, economic, and political systems. Exclusion can manifest itself in economic, social, cultural and political spheres. Of different types of exclusion social and economic exclusion, adversely affect the normal life and play a vital negative role in

deciding the life chances and life opportunities of an individual and thereby that of a group.

Social exclusion, being a new concept, means disempowerment, social process and denial of equal opportunity to different social scientists. Gore (1997) defined social exclusion as "disempowerment at individual level and as structural obstacles at the social level which deny some groups access to resources associated with citizenship". According to Dr. K.F. Jalal, (1998) Social exclusion is the process "through which individuals or groups are wholly or partially excluded from full participation in the society in which they live." Bhalla and Lapeyre (1999) define social exclusion as a "process which causes individuals or groups, who are geographically resident in a society, not to participate in the normal activities of the citizens in that society". As explained by Lee and Murie, (1999) "Social exclusion can be seen as a process, which fully or partially excludes individuals or groups from social, economic and cultural networks and has been linked to the idea of citizenship. For Sukhadeo Thorat (2007) "Social exclusion is the denial of equal opportunities imposed by certain groups of society upon others which leads to inability of an individual to participate in the basic political, economic and social functioning of the society". As a concept, Social exclusion focuses on both the processes by which social and economic institutions exclude groups and the multidimensional nature of the adverse consequences experienced by those who are excluded.

Two defining characteristics of exclusion relevant here are, 1) the deprivation caused through exclusion (denial of equal opportunity) in multiple spheres -showing its multidimensionality. 2) The second feature of exclusion is that, it is embedded in the societal relations, and societal institutions - the process through which individuals or groups are wholly or partially excluded from full participation in the society in which they live (Arjan Hann 1997). Social exclusion has considerable impact on an individual's access to equal opportunity if social interactions occur between groups in power and their subordinates.

Social exclusion is mostly group-based in nature. The group focus thus recognized the importance of social relations in the analysis of poverty and inequality. (Mayra Buvinic 2005) In the case of group-based exclusion, the basis for exclusion is group identity and not the economic or productive characteristics of the specific individual. While exclusion does result in the denial of economic opportunities such as access to capital assets, development of skills, and education – the originating cause is not lack the income of productivity, or merit but rather the individual's group identity. It is quite clear that in so far as exclusion and discrimination involve the denial of access to resources, employment, education, and public services, they certainly impoverish the lives of excluded individuals. Economic theory also implies that such discrimination can hamper economic growth by reducing efficiency. Discrimination is thus a concern not only for equity but also for economic growth, and in this way it affects poverty both directly by adversely affecting the income distribution and indirectly by affecting economic growth. Economic and social forms of discrimination directly affect poverty and also exacerbate it indirectly by reducing growth. Discrimination can also lead to inter-group conflict by exacerbating existing inequality and contributing to its perpetuation from one generation to the next.

Social exclusion is a problem in several countries of Asia and this highlights the need for socially inclusive policies to redress exclusion and its effects. Thus, Social inclusion is quite opposite and anti thesis to social exclusion and is 'the development of capacity and opportunity to play a full role, not only in economic terms, but also in social, psychological and political terms. (EU Employment and Social Affairs Directorate)

The Scheduled Caste in India, who were the marginalized or excluded population of Indian society were provided Protective discrimination when India attained independence from colonial rule. Constitutional and legal safeguards were provided to Scheduled Castes to ameliorate and their pathetic socio economic condition and to ensure an egalitarian society.

Untouchability was made an offence. Protective Discrimination in the form of reservations and other welfare measures were provided, in a big way for the upliftment of the Scheduled Castes and integrate them into the main stream of the society. The efforts of the government have certainly resulted in positive change among the Scheduled Castes. However, there was noticeable difference in change that took place between urban and rural areas and men and women; more change being perceptible in urban areas and among men. This in turn has led to change of position and status of women, for the better, among the Scheduled Castes. From being an ignorant and illiterate woman, the Scheduled Caste Women, more so those from urban areas started taking up education and clean occupations. .

During the post-independent era, there have been significant changes in the outlook, orientation, views and behavior of women in the country following the International Year of Women-1975 and the decade that followed. In the contemporary society, not only their attitudes and values are changing but there has also been tangible change in their social position. The Scheduled Caste Women, in their way and pace underwent change but it was noted that some progress was certainly achieved in the urban areas but rural areas remained unaffected by any change in terms status of Scheduled Caste women. In view of this, the chairman of the committee and proposed to draw up a scheme to study the special problems faced by women of Scheduled Caste and make research based suggestions to remedy the situation. In his brief note on the status of the Scheduled Caste Women, the secretary drew the attention of the Committee on Educational, Economic, Social and Political Backwardness of Scheduled Caste Women in the country in both the urban and rural areas. He stressed the point that though most women in India were backward, the Scheduled Caste Women were backward among the backwards and therefore deserved special consideration not only to raise their status in their own communities but also to bring them socially on par with other women in all spheres of life.

Its almost 60 years since the Protective Discrimination was provided, and about three generations have reaped the fruits of it. How did it help Scheduled Caste Women? Was there social inclusion of Scheduled Caste women, the hitherto socially excluded? Did the Scheduled Caste Women in Andhra Pradesh benefit from Protective Discrimination as means of social inclusion? The study tries to find answers to these questions.

## OBJECTIVES OF THE STUDY

This paper makes an attempt to investigate the status of Scheduled Caste Women who made use of Protective Discrimination in the spheres of education and employment to soar high into the orbit of socio-economic progress and process of their social inclusion into the main stream society.

## METHOD OF STUDY

The paper is based on primary data collected from 250 Scheduled Caste women in Anantapur town of Andhra Pradesh who are employed in diverse occupations.

## FINDINGS AND DISCUSSIONS

1. The majority of the Scheduled Caste women (89.6 per cent), who are in the age group of 25-55.
2. Among the respondents, 86.2 per cent of them have Graduation and above.
3. Most of the women 65.6 per cent are in service occupations, it is heartening to find 34.4 per cent respondents in supervisory, official and professional jobs.
4. 88.4 per cent of the respondents declared they did avail welfare inputs provided to them and could enter occupations soon after their education.

5. Most of the respondents, 64.2 per cent of the respondents felt they were not excluded but included into the main stream society

6. A majority of the respondents, amounting to almost 73.2 per cent considered protective discriminations as highly beneficial for them.

The inference that could be drawn here is that the majority of the employed Scheduled Caste women (89.6 per cent), who are in the age group of 25-55, are the ones who were the second generation of women born independence and got benefits of reservation in education and entered jobs relatively early in their lives and are now in jobs.

Scheduled Caste Women are not lagging behind in education. Majority of the respondents 86.2 have Graduation and above. These Scheduled Caste women who were born as second generation after independence, have taken to higher education mainly graduation and some to post graduation and professional education making use of the reservation and scaled better levels of education to enter into jobs.

Clerk and teacher were entry points jobs and we find as much as 50 per cent of the respondents in these jobs. Most of the women 65.6 per cent are in service occupations, it is heartening to find 34.4 per cent respondents in supervisory, official and professional jobs.

The respondents who belonged to Scheduled Castes were excluded from the social ground to which you feel your occupational and economic status entitles you to. The respondents felt that they were excluded from the social ground to which they feel their occupational and economic status entitles. Whereas, maximum i.e. 64.2 per cent of the respondents felt they were not excluded.

Economic disability is the main thing which concerns the Scheduled Castes in the district. One of the constitutional provisions is with regard to the reservation of jobs for Scheduled Caste in Governmental and public undertakings. But due to ignorance, illiteracy, poverty and official apathy these advantages are not fully made use of by them. The respondents were educated knew of certain

constitutional benefits extended to them by the government.

As far as our respondents are concerned, they were generally happy with the launching of welfare programmes. Whatever dissatisfaction is there is only politically motivated. Among the 88.4 per cent of the respondents declared they did avail welfare inputs provided to them while about 11.6 per cent said they did not avail these facilities because their parental income levels were high hence they could not avail themselves the facility of scholarship scheme, free education and free hostel.

Many studies have probed that the protective discrimination has worked for the positive development of Scheduled Caste in all spheres of life. The respondents in the study were asked to give their reaction about the protective discrimination. Answering this question they were asked to keep in mind reservations, financial assistance, and different privileges.

However, 27 per cent of the respondents did not consider the protective discriminate beneficial to the Scheduled Caste in the present form. Among the respondents 73.2 per cent are satisfied with the policies and programmes of the government that try to uplift the Scheduled Castes.

**Table 1: Distribution of Respondents by Age (Footnotes)**

Age Group	Frequency	Percent
Less than 25	17	6.8
26-35	82	32.8
35-45	105	42.0
45-55	37	14.8
55 & Above	9	3.6
<b>Total</b>	<b>250</b>	<b>100.0</b>

**Table 2: Distribution of Respondents by educational qualifications**

Educational qualifications	Frequency	Percent
SSC	20	8.0
Intermediate	15	6.0
Degree	110	44.0
Post Graduate	88	35.2
Professional	17	6.8
<b>Total</b>	<b>250</b>	<b>100.00</b>

**Table 3: Distribution of Respondents by Occupation**

Occupation	No of Respondents	Percentage
Clerical	100	40.0
Teaching	64	25.6
Supervisory	29	11.6
Officers	40	16.0
Professionals	17	6.8
<b>Total</b>	<b>250</b>	<b>100.00</b>



**Table 4: Distribution of the respondents by feeling of social exclusion**

Particulars	Frequency	Percent
Feel Excluded	88	35.2
Do not feel excluded	162	64.8
Total	250	100.0

**Table 5: Distribution of the respondent by the opinion on availing Government facilities**

Particulars	Frequency	Percent
Availed	221	88.4
Not, availed	29	11.6
Total	250	100.0

**Table 6: Distribution of the respondents by their opinion on the programmes that government has launched for Scheduled Caste beneficial**

Particulars	Frequency	Percent
I consider them very beneficial	77	30.8
I consider them fairly beneficial	106	42.4
I do not consider them fairly beneficial	44	17.6
I do not consider them beneficial	19	7.6
I cannot say	4	1.6
Total	250	100.0

## CONCLUSION

Finally it can be concluded from the paper that Protective Discrimination has not only brought social change in the status of a doubly disadvantaged section like that of Scheduled Caste women but also in terms of education, employment, values, attitudes, abilities, aspirations and included them into the main stream society.

## REFERENCE

1. Bhalla, A. S. and Lapeyre, F. "Poverty and Exclusion in a Global World", Macmillan Press LTD; 1999
2. Figueiredo, J.B., and Arjan de Haan, eds. Social Exclusion: An ILO Perspective. Geneva: International Labour Organization; 1998.
3. De Haan, Arjan. Poverty and Social Exclusion: A Comparison of Debates on Deprivation. Working Paper No.2, Poverty Research Unit at Sussex. Brighton: University of Sussex, 1997.
4. Silver, Hilary. Reconceptualizing Social Disadvantage: Three Paradigms of Social Exclusion. In Social Exclusion: Rhetoric, Reality, Responses, edited by Gerry Rodgers, Charles Gore, and Jose Figueiredo. Geneva: International Institute for Labour Studies, 1995.
5. Lee, P. and Murie, A. "Literature review of social exclusion", Polity press, Cambridge, Massachusetts, 1999.
6. Naidu, R.V.K.: 'Empowerment of Scheduled Caste', Kalpaz Publications, New Delhi, 2004; 10.
7. Pandey, P.N. (ed): "Protective discrimination and social Upliftment among The Scheduled Castes and Scheduled Tribes in India- A Socio economic Profile. New Delhi: Upadyay, Anmol Publishers, 1999.

8. Trivedi, Harsdad, R. 'Scheduled Caste Women, Studies in Exploitation', New Delhi, Concept Publishing Co., 1977.
9. Bhai, Nirmala P.: 'Harijan Women in Independent India', New Delhi, B.R. Publishing House, 1986.
10. Jain P.C., Shashi Jain and Sudha Bhatnagar, 'Scheduled Caste Women', Jaipur, Rawat Publications, 1997.

### SUBSCRIPTION FORM

I want to renew/subscribe to international class journal "**Journal of Social Welfare and Management**" of Red Flower Publication Pvt. Ltd.

Subscription Rates: India: Institutional: Rs.5000, Individual: Rs.1000, Life membership (10 years only for individuals) Rs.5000. All other countries: \$200

Name and complete address (in capitals).....

Please find enclosed my Demand Draft No.....dated.....  
for ₹/USD.....in favour of **Red Flower Publication Pvt. Ltd.** payable at **Delhi**.

1. Advance payment required by Demand Draft payable to Red Flower Publication Pvt. Ltd. payable at Delhi.
2. Cancellation not allowed except for duplicate payment.
3. Agents allowed 10% discount.
4. Claim must be made within six months from issue date.

### SEND REMITTANCE TO

#### Red Flower Publication Pvt. Ltd.

41/48, DSIDC, Pocket-II, Mayur Vihar Phase-I, Delhi - 110 091 (India)

Tel: 91-11-22754205, Fax: 91-11-22754205

E-mail: redflowerppl@vsnl.net, redflowerppl@gmail.com

Website: www.rfppl.com

## Red Flower Publication Pvt. Ltd.

**The Red Flower Publication Pvt. Ltd.** is a Medical and Scientific publishing group has been formed to deliver service with the highest quality, honesty and integrity. We continue to work to maintain a matchless level of professionalism, combined with uncompromising client service. **The Red Flower Publication Pvt. Ltd.** strives to exceed your expectations.

**The Red Flower Publication Pvt. Ltd.** is a newly formed medical and scientific publishing company publishing twelve peer-reviewed indexed medical and scientific journals that provides the latest information about best clinical practices and new research initiatives. **The RFPPL** publishing is a newly formed medical and scientific publishing company based in Delhi.

### *Revised Rates for 2011 (Institutional)*

*Agency Discount: 10%*

#### List of Publications

Title	Freequency	Rate (₹): India	Rate (\$):ROW
Indian Journal of Ancient Medicine and Yoga	4	5000	200
Indian Journal of Dental Education	4	2000	200
Indian Journal of Emergency Pediatrics	4	3000	200
Indian Journal of Forensic Medicine & Pathology	4	8000	200
Indian Journal of Forensic Odontology	4	2000	200
<b>Indian Journal of Genetics and Molecular Research</b>	4	3000	200
Indian Journal of Library and Information Science	3	5000	500
<b>Indian Journal of Psychiatric Nursing (New)</b>	4	950	200
<b>Indian Journal of Surgical Nursing (New)</b>	4	950	200
International Journal of Neurology & Neurosurgery	4	5000	200
Journal of Aeronautic Dentistry	2	2000	200
Journal of Social Welfare and Management	4	5000	200
New Indian Journal of Surgery	4	5000	200
Physiotherapy and Occupational Therapy Journal	4	5000	200

#### SUBSCRIPTION FORM

I want to renew/subscribe to international class journal of **Red Flower Publication Pvt. Ltd.**

Name and complete address (in capitals).....

.....

Please find enclosed my Demand Draft No.....dated..... for ₹/USD.....in favour of **Red Flower Publication Pvt. Ltd.** payable at **Delhi**.

1. Advance payment required by Demand Draft payable to Red Flower Publicaion Pvt. Ltd. payable at Delhi.
2. Cancellation not allowed except for duplicate payment.
3. Agents allowed 10% discount.
4. Claim must be made within six months from issue date.

Order to:

**Red Flower Publication Pvt. Ltd.**, 41/48, DSIDC, Pocket-II, Mayur Vihar Phase-I, P.O. Box No. 9108, Delhi - 110 091 (India), Tel: 91-11-65270068, 48042168, Fax: 91-11-48042168, E-mail: redflowerppl@gmail.com, redflowerppl@vsnl.net  
Website: www.rfppl.com

## Instructions to authors

### General Information

Manuscript should be prepared in accordance with the uniform requirements for manuscripts submitted to the biomedical journals compiled by the International Committee of Medical Journal Editors (ann. Intern. Med. 1992; 96: 766-767).

As per policy of the journal editorial committee it disapproves the submission of the same articles simultaneously to different journals for consideration as well as duplicate publication of the same article.

### Submission of Manuscript

Manuscript should be forwarded via email to the Editor (redflowerppl@vsnl.net). The length of a paper is typically in the order of 15–30 journal pages. Manuscripts should use 12 point Times or Times New Roman fonts, double line spacing and in MS Word format. The manuscript should arrange as follow: Covering letter, Checklist, title page, abstract, keywords, introduction, methods, results, discussion, references, tables, legends to figures and figures. All pages should be numbered consecutively beginning with the title page. Signed declaration that the theme is of his own, and paper has not been published anywhere or not under consideration for publication.

### Title page

It should contain the title, short title (if any), names of all authors (without degrees or diplomas), names and full address of institutions where the work was performed, acknowledgement, abbreviations (if any used), name and address of corresponding author along with email, and contact phone number.

### Abstract

Structured abstract not more than 150 to 200 words. It must convey the essential features of the paper.

### Key Words

Author should include 3-5 Key Words.

### Introduction

It should contain the state why study was carried out and what were its specific aims and objectives.

### Materials and Methods

These should describe the nature of materials and specific methods/procedures used to conduct the study. It also contains the statistical methods used for presentation and analysis of data and results.

### Results

These should be concise and include only the tables and figures necessary to enhance the understanding the text.

### Discussion

It should consist of a review of the literature and relate the major findings of the study to other publications on the subjects along with supporting references.

### References

**Authors are required to use the Vancouver style to cite/quote the references.** The references should be numbered in the order in which they appear in the texts and these numbers should be inserted above the lines on each occasion the author is cited.

### Examples of common forms of references are:-

#### Journal Article

Ansari Mehtab Alam, Kamal Mohd. Research on “Meningitis”: a Bibliographic Study. Ind J Lib & Info Sci, 2008; 2(1): 5-12 ( name of journal, year of publication, volume (issue) and pages).

#### Magazine

Gakhar Isha. Eco-friendly Bags in Fashion. Women on the Earth, 2008; 2: 28-28.

#### Newspaper

Parmar Vijaysinh. All this family got was their son's head, Times of India. 2008; July 29.

**Book**

Benjamin Lewin. Genes VI. New York; Oxford University Press, 1997

**Book Chapter**

Fisher M. Nosocomial. Infection and Infection Control. In Jenson H, Baltimore R. Pediatric Infectious Diseases. 2nd Ed, W.B. Saunders Company; 2002: 1221.

**World Wide Web**

Jutta M. Joesch et al. Does Your Child Have Asthma? Filled Prescriptions and Household Report of Child Asthma. Elsevier. [http://www.jpeds.org/article/S0891-5245\(06\)00129-5/abstract](http://www.jpeds.org/article/S0891-5245(06)00129-5/abstract) (August 21, 2008).

**Guidelines for presentation of Tables and Figures****Tables**

Tables should be typed in double spaced on separate sheets with table number (in Roman Arabic numerals) and title above the table and explanatory notes below the table.

**Figures**

The size and resolution guidelines below must be followed in order for electronic images to be of sufficient quality to be published in the Journal. The photographs and figures should be sent as saved with their links.

**Photographs** (halftones) and radiographs (either color or black and white) will be accepted in electronic form if the image is a minimum of 4 inches wide (any height) and a minimum resolution of 300 ppi/dpi. We can accept electronic files for photographic images in the following file formats: Adobe PhotoShop TIFF, EPS, JPEG. If JPEG settings are used on a digital camera, please ensure that the image resolution is set high enough to meet the 300 ppi requirement (the default setting on most cameras is 72 ppi). The photographs and figures should be sent as saved with their links.

**Illustrations** (black and white line art), charts, and graphs are often recreated in the Journal office. Digital images must be a minimum of 4 inches wide (any height), and the resolution must be 1200 ppi/dpi. We can accept electronic files for illustrations in the following file formats: TIFF, EPS, JPEG, and PDF. The output software must be either Adobe PhotoShop or Adobe Illustrator, or Adobe Acrobat (for PDF images). For hard-copy submissions, we can accept laser and inkjet prints (600 ppi or higher print resolution is preferred).

**Forms** (figures that reproduce questionnaires, flow charts, or other primarily-text material) should be submitted as data-processing (text) documents if that is practical.

If you have any questions about the technical guidelines, please contact us on e-mail: [redflowerppl@vsnl.net](mailto:redflowerppl@vsnl.net).

The Editorial Board reserves all the rights to accept, alter or reject the article without any prior notice. The Editorial Board accepts no responsibility of the statements and opinion expressed by the contributors. No payments are made to the contributors.

**Peer Review:** All contributions submitted will be subjected to peer review. To allow anonymous refereeing, please submit author(s) identification, affiliation, etc. in a separate page (not in the main text of the article).



## DECLARATION FORM

(Should be sent with original signatures by all authors alongwith one hard copy of the article)

I hereby submit that the paper entitled "....." along with two photographs of mine. This paper is my original work and has neither been published anywhere else, electronically or in print, nor has been submitted elsewhere simultaneously for publication. I have agreed for this paper to be published in your renowned journal "**Indian Journal of Forensic Odontology**".

I vouchsafe that the authorship of this article will not be contested by anyone whose names are not listed by me here.

The article contains no libelous or other unlawful statements and does not contain any materials that violate any personal or proprietary rights of any other person or entity.

We also agree to the authorship of the paper in the following sequence:

Author's Names in Sequence	Signatures of Authors

Thanking You,

Yours Sincerely,  
Name & complete address

*Mail to*

**Red Flower Publication Pvt. Ltd.**

41/48, DSIDC, Pocket-II, Mayur Vihar, Phase-I

P.O. Box No. 9108, Delhi - 110 091 (India)

Tel: 91-11-65270068, 22754205, Fax: 91-11-22754205

E-mail: redflowerppl@vsnl.net, redflowerppl@gmail.com

Website: www.rfppl.com

## Indian Journal of Emergency Pediatrics

Handsome offer for **Indian Journal of Emergency Pediatrics** subscribers

Subscribe **Indian Journal of Emergency Pediatrics** and get any one book or both books absolutely free worth Rs.400/-.

### Offer and Subscription detail

#### *Individual Subscriber*

One year: Rs.1000/- (select any one book to receive absolutely free)

Life membership (valid for 10 years): Rs.5000/- (get both books absolutely free)

Books free for Subscribers of **Indian Journal of Emergency Pediatrics**. Please select as per your interest. So, don't wait and order it now.

Please note the offer is valid till stock last.

### CHILD INTELLIGENCE

By **Dr. Rajesh Shukla**

ISBN: 81-901846-1-X, Pb, vi+141 Pages

1st Edition, January 2004

Rs.150/-, CD-ROM Rs.150/-, US\$15/-

Published by **World Information Syndicate**

### PEDIATRICS COMPANION

By **Dr. Rajesh Shukla**

ISBN: 81-901846-0-1, Hb, VIII+392 Pages

1st Edition, 2001

You Pay: **Rs.250/-**, US\$15

Published by **World Information Syndicate**

Order to

**Red Flower Publication Pvt. Ltd.**

41/48, DSIDC, Pocket-II, Mayur Vihar, Phase-I

P.O. Box No. 9108, Delhi - 110 091 (India)

Tel: 91-11-65270068, 22754205, Fax: 91-11-22754205

E-mail: redflowerpppl@gmail.com, redflowerpppl@vsnl.net

Website: [www.rfppl.com](http://www.rfppl.com)