Activities of Family Counselling Centres

Legal Awareness Camp

Programme on legal awareness conducted by Kajamalai ladies association family counselling centre and District legal service authorities at KLA Sheerin Hall. Resource persons present on the occasion- Judge from DLSA., ShriPanneerselvam and KLA. Managing Trustee, Chief Executive Officer and Dr. Are.

Around 45 patients and officials of KLA took part in it.

Summer Day Camp For Students

Parihar Family Counselling Centreorganized one day summer camp for underprivileged children aged between 13 to 16 on May 18, 2019. During the programme, an educational tour to the Visvesvaraya Industrial & Technological Museum and Control Room of Police Headquarters was arranged for the students. Students were also briefed about the scheme of FCC and the services provided by Parihar, FCC.

Awareness Programme On Women Trafficking

SANGATI Family Counselling Center, Belagavi, Karnataka organized an awareness programme on functioning of FCC and women trafficking for Anganwadi and ASHA workers at Bailhongal, Block banner village, Belagavi, Karnataka
Disclaimer : The views expressed in Various Articles are those of the Authors’ and not necessarily reflects the view of the CSWB or of the Government.
Two days State Level Advanced Training for Frontline Functionaries of One Stop Centre, Women Helpline, Family Counselling Centre and Mahila Shakti Kendra for Rendering quality services and co-ordinated assistance for Women affected with violence was organised by the Ministry of Women and Child Development, Govt. Of India, in co-ordination with Central Social Welfare Board, Department of Psychiatric Social Work, National Institute of Mental Health Neuro Sciences, (NIMHANS), Bengaluru, and the Karnataka State Social Welfare Board on 26th and 27th April 2019 at Dr.M.VGovindhswamy Centre Seminar Hall, NIMHANS, Bengaluru.

Around 250 participants took part in the training programme including counsellors/ social workers of One Stop Centre (OSC), Women Help Line, Family Counselling Centres (FCC), MahilaShakti Kendra (MSK) Santwana Centre, Swadhar Greh, Ujjawala, officials of MWCD, Govt. of India, Central Social Welfare Board, DWCD, Govt. of Karnataka, Karnataka State Social Welfare Board, State Board members and students & staff of Psychiatric Social Work Department of NIMHANS.

The objective of the training was to undertake advanced level capacity building of all functionaries of the above mentioned programmes on delivering quality services, coordinated assistance for women affected with violence and effective linkages.

The programme was inaugurated by lighting the lamp by Shri Ashish Srivastava, I.A.S. Joint Secretary, Ministry of Women and Child Development, Government of India. Smt.VenkatalakshmiBasavalingaraju, Chairperson, KSSWB and the members of KSSWB were also seen.

Smt. T. Venkatalakshmi Basavalingaraju, Chairperson, Karnataka state Social Welfare Board addressing the participants
Government of India along with Smt. T. Venkatalakshmi Basavalingaraju, Chairperson, Karnataka State Social Welfare Board and other dignitaries

At the outset, Smt. T. Venkatalakshmi-Basavalingaraju, Chairperson, Karnataka State Social Welfare Board delivered the welcome address and explained the objective of training programme.

Shri Ashish Srivastava in his inaugural address stressed on the need and importance of initiating the work of OSC in all the districts, as the scheme of OSC was commenced as per the order of Hon’ble Supreme Court which need to be complied immediately. Further, he took district-wise detailed review on progress of the work and emphasised on the need to start work without any further delay. The availability of funds and utilization of the same were also taken into account. Dr. Jupaka Madhavi, Sr. Consultant, MWCD, GOI gave an overview on OSC work in Karnataka.

Following this, Training module developed for the purpose of training and OSC logo were launched by Shri Ashish Srivastava and other dignitaries. Copies of the same were distributed to all the Officials and participants of the Programme.

Shri M. Lokesh, Deputy Director, CSWB, highlighted the purpose of Two days Programme and the need for co-ordination among the various
services being rendered to the victimized women through the schemes of Government of India.

Business Session commenced covering the following topics

Session : 1 Issues and challenges of women in Karnataka

Dr. Shreedevi A U, Assistant Professor of Psychiatric Social Work, PSW Consultant in Neurology, NIMHANS, Bengaluru conducted the session on the issues and challenges faced by the women in Karnataka. Addressing the participants, she stressed on the need of equal participation of women in all the domains of life. She briefed about the constitutional privileges, legislative provisions and the programmes being run by the Govt. of India in regard to this. The session concluded with interactive discussion.

Session: 2 Strengthening health sector response to ensure quality service for women affected with violence at One Stop Centres: Psycho-social issues of women impacted by violence:

The second session was taken by Dr. Kavita Jangam, Associate Professor, Dept. of Psychiatric social Work, NIMHANS, Bengaluru, on strengthening health sector response to ensure quality service for women affected with violence at One Stop Centres: Psycho-social issues of women impacted by violence. Dr. Kavita briefed about the challenges being faced by women and the experiences of professionals linked with legal systems. She cited many instances clarifying the facts. The significant role played by the counsellors of OSC /FCCs in motivating women to seek help was also explained to the participants.

Session : 3 Best practices for prevention, redressal and rehabilitation of women affected with violence:

Dr.Kavita Jangam, Associate Professor, Dept. of Psychiatric Social Work, NIMHANS,

Dr. Shreedevi A U, Assistant Professor of Psychiatric Social Work, NIMHANS

Dr.Jupaka Madhavi, Sr. Consultant, Ministry of Women and Child Development, Government of India.
The third session on Best practices for prevention, redressal and rehabilitation of women affected with violence was conducted by Ms. Suma and Mr. Beeresha, Counsellors of Family Counselling Centre run by Jagrutha Mahila Sangha, Davanagere. They explained the best practices for prevention, redressal and rehabilitation of women affected with violence. The subject was illustrated by citing example of services being rendered by their organization and type of cases reported and received by the FCC like Domestic violence, issues with in-law/spouse, economic crisis & property dispute. Role of Police in resolving the cases was elaborated.

Session: 4 The roles and responsibilities of the functionaries of One Stop Centres and women helplines, the standard operating protocols for inter-coordination among these centres was explained by Dr. Jupaka Madhavi, Sr. Consultant, Ministry of Women and Child Development, Government of India. She opened the session by orienting the participants on the role of One Stop Centres and the purpose of One Stop Centres i.e. Providing multi-sectoral services under one roof. Modalities of the scheme, role of staff present at OSCs and limitations of the existing scheme were discussed at length. She urged all the participants to initiate the work at their respective Districts immediately and consult District Magistrate for setting of the centre.

Session 4: Legal protocols and guidelines for women affected with violence-Revised MLC form as per 2014 guidelines of Ministry of Health and Family Welfare.
Session on Legal protocols and guidelines for women affected with violence-Revised MLC form as per 2014 guidelines of Ministry of Health and Family Welfare was taken by Shri. Gururaj Gopalacharya Shirol, Member Secretary, District Legal Services Authority, Kolar District. He briefed about the legal services being rendered at district level i.e. Legal literacy clubs, legal aid clinics, literacy clubs and paralegal volunteers etc. Furthermore, the centres where the legal aid clinics are located were also pointed out. He expressed his views on victim compensation scheme and the work done in previous years. Clarifications were made pertaining to compensation, the perceived passive role played by the court, challenges experienced by transgender, and the probability of misuse of compensation.

Session 5: “Strengthening Health Sector Response to Ensure Quality Service for Women Affected with violence at One Stop Centres: Adopting centres-adopting standards, medico legal protocols and guidelines for women affected with violence revised MLC as per 2014 guidelines of Ministry of Health and Family Welfare”

The second day of the Programme commenced with the interactive session by Dr. Jagadeesh N, Professor and Head, Forensic Medicine Department, Vydehi Institute of Medical Sciences and Research Centre, Bengaluru on “Strengthening Health Sector Response to Ensure Quality Service for Women Affected with violence at One Stop Centres: Adopting centres-adopting standards, medico legal protocols and guidelines for women....
affected with violence revised MLC as per 2014 guidelines of Ministry of Health and Family Welfare” Dr. Jagadeesh expressed his views through case based discussions. The responses by police, the challenges faced by victims, the social causes for delay in or not seeking help, the need for enhancing awareness and providing information to the community about services and help seeking, the need for reporting to the police whenever required and the implications of it, the loopholes in rehabilitation centres, the ways to respond to exceptional cases, dealing with medico-legal cases, dealing with cases related to children; and steps of examination. Clarifications were also made by the participants on the time frame to be considered for registering cases.

Session 6: “Counselling Techniques for women affected with Violence”:

Dr. A. Thirumoorthy, Professor and Head, Department of Psychiatric Social Work NIMHANS Bengaluru conducted session on “Counselling Techniques for women affected with Violence”. He started with various theories that are used in counselling therapy process. He explained the difference between lay counsel and the professional counsellor. He explained in detail the Definition of counselling, the first step of rapport building, skills required in counselling, the importance of confidentiality, techniques of counselling, Do’s and Don’ts of counselling.
Following this, doubts of the participants were clarified.

Session 7 EAT module of PFMS, for transfer of funds from Ministry of Women and Child Development.

Shri Manoj Prabhat, Under Secretary and Shri Ratanlal Meena, Assistant Section Officer, Ministry of Women and Child Development, Govt. of India, highlighted about the EAT module of PFMS for transfer of funds from Ministry of Women and Child Development. Shri Prabhat explained about the process and release of funds by the Ministry.

Shri Meena explained the procedure of preparing Utilisation Certificate and Statement of Expenditure and demonstrated the procedure for accessing the orders related to funds transfer and other related administrative aspects. Following this, the doubts raised by the participants were clarified by them.

Session 8: Best Practices Followed By The FCC Centre:

Dr. Preetha and Sh. Thomas, Counsellors of Sampurna Montfort College Family Counselling Centre took session on the best practices followed by the FCC centre. They briefed about the types of cases being received and handled, awareness programs/workshops/outreach programmes conducted for the grass root level beneficiaries. They also spoke about networking with different Govt. organisations, NGOs and hospitals. The importance of such counselling centres and ways to reach out were also discussed.

Exposure Visit: Psycho-Social and Clinical Counselling Techniques for Women in distress in Specialised Care Settings:

In order to orient the participants about the services of NIMHANS and the Psycho-Social and Clinical Counselling Techniques for Women in distress in Specialised Care Settings, Dr. Aravind, Associate Professor, Department of Psychiatric Social Work, imparted training on the concepts of mental health and illness. The objective of the exposure visit at NIMHANS and the history of the institute were explained to the participants. Following the orientation, participants were taken to the family psychiatric Centre, Child Psychiatric Centre, Department of Psychology, Rehabilitation Centre, De-addiction Centre, OPD, Yoga and Health Centre and briefed about the role played by each unit and the services being rendered to the economically weaker sections of the society.

Valedictory Programme:

The programme came to end with feedback from participants. The participants reported that the programme was very useful and such programme be organised on regular basis.

Smt. T. Venkatalakshmi Basavalingaraju, Chairperson, Karnataka State Social Welfare Board distributed certificates to the participants and Smt. Nirmala V Charles, APO, KSSWB proposed vote of thanks.
Behavioral impact of Child labour: A comparative study among school going children and child labour of Delhi

Daman Ahuja and B. Kalpana

Introduction:

Child labour is the practice of having children engaged in economic activity, on part or full-time basis. The practice deprives children of their childhood, and is harmful to their physical and psychological development. The psychological and social impact on their growing up process may lead to unwanted behavioural problems.

Physical injury among child labour is recognized globally but psychological injury has not been assessed, especially in Indian context. Few studies have been conducted in western part of the world under International Labour Organisation (ILO) and UNICEF to measure the psychological impact of child labour on children, but the context is different. There was a dire need to research on this issue in Indian context. Present study was therefore conducted with the objective of examining the behavioral issues in child labour and school going children in slums of Delhi. The behavioral impact was further examined related to emotional difficulties, social conduct, hyperactivity, peer relations and pro-social behavior among child labour and non-working children.

Research remained focused on child labour impact on physical development because of its visibility. Child labour impact on psychological aspects is not much explored, in terms of his conduct problems and emotional difficulties.

Objective of the paper

To study the behavior patterns of the children living in slums of the Delhi and further exploring their differentiation among child labour and school going children following objectives have been set

1. To examine the relationship between child labour and children’s emotional difficulties.
2. To examine the relationship between child labour and children’s social conduct.
3. To examine the relationship between child labour and children’s hyperactivity.
4. To examine the relationship between child labour and children’s peer relationship.
5. To examine the relationship between child labour and pro-social behaviour.
6. To compare the behavior patterns between child labour and school going children having the same socio-economic backgrounds.

Methodology:

2.1 Design and Population

A cross sectional descriptive study was conducted in slums of Delhi between July-November 2018. Children with in age group of 7-14 years were selected between school going and child labour category. 500 children from each group were selected (n=1000) using probability proportionate sampling method across different slums. 10 such slums were proportionately selected and then 100 children (both 50 school going and 50 child labour) from each slums were selected. Purposive convenience sampling technique was used to select the children in a particular slum. As per 2011 Census there are 26475 child labour exists in Delhi (UT). Consent of the children as well as their parents was taken in case of school going children. For child labour children consent was taken from them as well as their guardians (NGOs in case of shelter homes, relatives if they are staying with them). Since this was a research study under Phd the research has been approved by committee constituted by the university.

Inclusive Criterion:

As per the Child Labour (Prohibition and
Regulation) Act, 1986, amended in 2016 (“CLPR Act”), a “Child” is defined as any person below the age of 14, and the CLPR Act prohibits employment of a Child in any employment including as a domestic help.

**Exclusion criteria**

Children below 7 and above 14 years of age were not taken.

**2.2 Background: Socio-economic Indicators**

As per the data available from Delhi Government official website, population from 38 slums across Delhi were considered for the sample. Children selected for the purpose of the study have following background. Children were involved in doing all kind of petty jobs for the families. Rearing younger siblings, fetching water from a common tap, helping their parents for fetching wood or ration from local shops, making food for the family, sitting on the small selling outlets with their parents etc. For most of the children who are going to schools these are the additional jobs apart from their education. In case of child labour children they are involved in fetching plastic bottles, iron material and any thing that they can sell to Local Kabbadi shop. There were children who sells balloons, flowers, pens, toys, books, and many more petty things on the redlights. There were children who were involved in pick-pocketing. Their daily income varies from Rs 100- 15000/- a day. Daily violence, police compliants, drugs, cigarettes and abuse by other fellow children were part of their daily routines.

**Socio Demographic Profile of the respondents :**

<table>
<thead>
<tr>
<th>Age</th>
<th>Child Labour (%)</th>
<th>School Going children (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9 Years</td>
<td>104 (20.8)</td>
<td>188 (37.6)</td>
</tr>
<tr>
<td>10-12 Years</td>
<td>216(43.2)</td>
<td>214 (42.8)</td>
</tr>
<tr>
<td>12-14 years</td>
<td>180 (36)</td>
<td>98 (19.6)</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>294 (59%)</td>
<td>254 (51%)</td>
</tr>
<tr>
<td>Girls</td>
<td>206 (41%)</td>
<td>246 (49%)</td>
</tr>
</tbody>
</table>

The mean age of the child labour children is 10.3 years with a range of (7-14 years. For school going children it is 10.8 years (7-14 years)

In reference to gender perspective 41% (206) were girls and 59% (294) were boys in Child labour category. 246 (49%) were girls and 254 (51%) were boys in school going children. Educationally 61% (307) children were below class 5th and 39% (193) were between 5th- 8th in child labour category. For school going children 61% (304) below 5th and 39% (196) in 5th-8th category. There were 33% (168) children who were working since one year, 31% (158) since three year,18% (90) since 3-5 years and 17% (84) children for more than 5 years. Out of 500 children 39% (194) children labour for less than 4 hours, 48 % (240) labour between 4-8 hrs and 13% (66) labour for more than 8 hours for the child labour category. 32% (161) of the children earn less than Rs 100 daily, 44.2 % (221) earn Rs 100-300, around 10 % (48) earns Rs 300-500 and 14 % (70) earns more than Rs. 500. 44% (221) children reported that their employer does not treat them well. 36% (180) child labour have faced some kind of body injury during past one year as a result of their employment as compared to 2% (12) children for school going category. 24% (119) of child labour children suffer health problems due to their employment as compared to 1% (6) to school going children. 48% (241) children in child labour category remains out side their home in connection to their employment. 31% (154) of child labour children work for 7 days a week and do not have a holiday. 22 % (108) of the child labour father does nothing as employment as compared to 14% (70) of the working children. 57% (288) of child labour parents are illiterate as compared to 5% (26) of school going children. It seems that the educated parents does not wish their children to work as child labourers.
2.3 Measures

Tools for the study was divided into two categories. Part A consists of socio-economic background data containing age, sex, caste, education, period for which involved in work, daily/monthly income, daily working hours, suffer injury due to employment, work related disease like breathing, (eye, fever, poor eyesight, cough, diarrhea) enjoy holiday, parents employment, type of accommodation, leisure activities. Part B consists of Strength and Difficulty Questionnaire (SDQ) devised by (Robert Goodman). It is a validated screening tool across various countries that consists of 25 items. These are divided into five subscales of five items each, which have scores for emotional problems, conduct problems, peer problems, hyperactivity problems, and prosocial behavior. Each item is scored according to a three-point scale: not true score as zero, somewhat true scored as one, and certainly true scored as two. For each scale the total score ranges from 0 to 10. A higher score on the prosocial scale indicates strength where as a higher score on other subscales indicates difficulties. The total difficulty score can be obtained by adding the four scales leaving pro-social scale. The score ranges from 0 to 40. A higher score on the pro-social scale indicates strength while a higher score on other subscales indicates difficulties. The total difficulty score can be obtained by adding the four scales leaving pro-social scale. The score ranges from 0 to 40. They can be grouped as “normal,” “borderline,” or “abnormal.” A fifth scale assesses positive aspects of prosocial behavior.

For banding as normal, borderline and abnormal the original British cut-off points were derived by classifying approximately 10% of the normative sample with the most extreme scores in the “abnormal” banding, the next 10% in the “borderline” banding and the remaining 80% in the “normal” banding categories.

The SDQ has good psychometric properties in varied cultures and languages and demonstrated use in Indian studies.

3. Results

Analysis of SDQs

Total difficulties score

Total difficulties score is sum of scores obtained in four attributes i.e. emotional problem, conduct problem, hyperactivity and peer problem. Based on obtained total scores they are categorized in normal (score obtained between 0-15 out of 40), borderline (between 16-19) and abnormal (20-40) categories (original cuts off has been taken, as suggested by Goodman to avoid interpretation differences. Looking at scores in Table 1, it can be inferred that higher percentage of school going children (45.2%) are falling in to normal category than children who are working as child labor (36%). Similarly, higher percentage of child labour (40%) are in abnormal category than school going (30%). Total difficulty is more prevalent in Child labour category as compared to school going. Conduct problem is the most prevalent behavioural problem found in child labour. Similarly school going children are more pro-social in normal category as compared to Child Labour. The strong significant differentials have been observed between different groups of children and difficulties score (p<.001).

Table 1: Level of Difficulty by Different Groups of Respondents

<table>
<thead>
<tr>
<th>Total difficulty scale</th>
<th>Child Labour% (N=500)</th>
<th>School Going% (N=500)</th>
<th>Total</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>36</td>
<td>45.2</td>
<td>40.6</td>
<td>**</td>
</tr>
<tr>
<td>Borderline</td>
<td>24</td>
<td>24.8</td>
<td>24.4</td>
<td></td>
</tr>
<tr>
<td>Abnormal</td>
<td>40</td>
<td>30</td>
<td>35</td>
<td>***</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*** p< .001 ** p<.05 and *p <.01, p values are associated with Z proportion test

Table 2 shows significant differentials in terms of behavioral problems between school going and children involved in labor work. It shows that children doing some labor work have a higher level of difficulty than the school going children (p<.001). It can also be interpreted as the children who are involved in some kind of labor work they are more likely to have more behavioral problems than school going. Therefore, strong interventions are required for children doing laborer work.

Table 2 Values corresponds to t-test for which scale

<table>
<thead>
<tr>
<th>Total Difficulty scale</th>
<th>Mean</th>
<th>Obs</th>
<th>[95% Conf.</th>
<th>Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>School going</td>
<td>15.84</td>
<td>500</td>
<td>15.265</td>
<td>16.407</td>
</tr>
<tr>
<td>Child Labour</td>
<td>17.51</td>
<td>500</td>
<td>17.045</td>
<td>17.983</td>
</tr>
</tbody>
</table>
### 1. Conduct Problem scale score

Higher school going children (52.8%) were in normal category than Child labour (41%), similarly higher children those who are working as child labor (43.2.4%) are in abnormal category than school going one (30.8%). The association between working status and higher conduct problems were found statistically significant as the p-value=0.001.

<table>
<thead>
<tr>
<th>Conduct problems Scale</th>
<th>Child Labour % (N=500)</th>
<th>School Going % (N=500)</th>
<th>Total</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>41</td>
<td>52.8</td>
<td>46.9</td>
<td>***</td>
</tr>
<tr>
<td>Borderline</td>
<td>15.8</td>
<td>16.4</td>
<td>16.1</td>
<td>***</td>
</tr>
<tr>
<td>Abnormal</td>
<td>43.2</td>
<td>30.8</td>
<td>37</td>
<td>***</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>***</td>
</tr>
</tbody>
</table>

*** p< .001 ** p<.05 and *p <.01 p values are associated with Z proportion test

### 2. Pro-Social Scale score

Higher percentage of children those who are school going (66.4.1%) were in normal category, in comparison to child labour (51.4%). More percentage of working children (28.4%) are in abnormal category than school going one (18.4 %). Even more number of Child labour (20.2%) fall under borderline category than School going children (15.2%). The association between working status and less pro-social were found statistically significant.

<table>
<thead>
<tr>
<th>Pro-social scale</th>
<th>Child Labour % (N=500)</th>
<th>School Going % (N=500)</th>
<th>Total</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>51.4</td>
<td>66.4</td>
<td>58.9</td>
<td>***</td>
</tr>
<tr>
<td>Borderline</td>
<td>20.2</td>
<td>15.2</td>
<td>17.7</td>
<td>**</td>
</tr>
</tbody>
</table>

*** p< .001 ** p<.05 and *p <.01 p values are associated with Z proportion test

### 4. Discussions

This study provides a snapshot of the vulnerability of behavioural challenges among children who fall in the child labour category as compared to the school going children. The total difficulty score for the child labour category is more than the school going category. This indicates that the children in the child labour category are at risk to behavioural and emotional problems which in this case refers to emotional, conduct, hyperactivity and peer related problems as compared to school going children from the same socioeconomic group. However this has further examined in the individual scales of emotional problems, conduct problems, hyperactivity and peer related problems. The rates tended to be lower side in emotional and hyperactivity scales for child labour category. This could be partially due to original cuts offs taken for each category as suggested in SDQ by Goodman.

The findings supports the other studies using SDQs as the tool in other developing countries. Review of literature shows the prevalence of behavioral and emotional problems among orphans and other vulnerable children to range from 18.3% to 64.53% (Rehman W, Mullick MS and Pathan MA) while in normal community samples, it was reported to range between 8.7% and 18.7% . A study conducted by Raslaviciene G. and Zoborskis A observed that children who are neglected and abandoned develop psycho-emotional problem, namely, nervousness, aggression, frustration, and depression

In the study conducted in India (Datta, Panchali et al, 2018) in Kolkata city for behavioral disorders among children under parental care and out of parental care revealed that total difficulty was more prevalent in children out of parental care (220 children) than in children under parental care (128 children). Conduct problem was the most prevalent behavioral disorder among all the subscales of SDQ with 48.70% and 84.30% of children, respectively. This was followed by peer problem (44.60% and 48.30%), emotional problem (33.70% and 55.60%), and hyperactivity problem (26.70% and 32.30%), respectively. There was significant difference in total difficulty, all
subscapes, externalizing score, internalizing score, and impact score between the two groups.

This can be inferred that the child labour are more prone to face difficulties in behavioural aspects.

5. Conclusion

The study focused on identifying underlying factors among children from the vulnerable population i.e. across the slums of the Delhi, which shape their personalities in the later part of adolescence.

Present study has revealed that child labour has significant impact on the behaviour and emotional aspect of the children when it is compared to the school going children from the same socio-economic background. We name it as the “Psychological Injury” to children as it impact their patterns of behaviour and overall growth and ultimately shapes their personality. This is not physically visible and cannot be observed with the naked eye but it has a long lasting impact over the future of the children. Behavioral problems are more among children in the child labour category because they are exposed to abuse, exploitation, neglect, and lack of love and care from parents. They are in need of more emotionally secure environments, require an able mentorship from community and social workers to handle their conduct problems, hyperactivity and anti-social behaviors. Governments and Policy makers need to put ban on child labour in any form and device schemes to provide social security for children in the vulnerable section of the society. This will be an investment for the potential future human workforce of the country.

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Inclusive Education for Children with Disabilities in India

Sruti Mohapatra

The right of all children to education is asserted in numerous international treaties and texts and, is now an integral part of the international discourse, as noted in the Sustainable Development Goal 4 (UNESCO 2015) and the Incheon Declaration (2015). Target 4.5 of SDG 4 specifically states “by 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”. Countries therefore have an obligation to respect, protect and fulfill the right of all learners to education (UNESCO 2014).

Education of Children with Disabilities

India has made a significant commitment to the right to education for children with disabilities (CwDs), including laying it down in the Indian Constitution, ratifying the UN Convention on Child Rights ((CRC or UNCRC) in 1990 and the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2007. The ratifications establish India’s commitment to the fact that CwDs have the same rights as other children to getting education. In recent years there have been many positive practices like passage of the Right of Children to Free and Compulsory Education Act (RTE) 2009 and the amended Act in 2012, Rights of Persons with Disabilities Act (RPwD) Act 2016 and flagship schemes like Sarva Siksha Abhiyan (SSA) and the new policy Samagra Siksha Abhiyan (SSA) to bring basic education to all CwDs. Yet, India is struggling to address the issue of equitable and inclusive access for children with disabilities in mainstream schools. Poor implementation and complete lack of monitoring has led to a situation where lakhs of CwDs are being denied their right to elementary education, leading to not only the violation of the child’s fundamental right but also putting them in a greater risk of being poor than peers without disabilities. From the three sources of data on disability in India – Census 2011, National Sample Survey Organisation (NSSO)...

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1 SDG 4 on education aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.
2 The Incheon declaration is a declaration on education adopted at the World Education Forum in Incheon, South Korea on 15 May 2015.
3 The Constitution of India is the supreme law of India. It lays down rules for India’s governance.
4 The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children.
5 The Convention on the Rights of Persons with Disabilities is an international human rights treaty of the UN intended to protect the rights and dignity of people with disabilities.
6 The Right of Children to Free and Compulsory Education (RTE) Act, 2009, represents the consequential legislation envisaged under Article 21-A, and means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right.
8 Sarva Shiksha Abhiyan, or SSA, is an Indian Government programme aimed at the universalisation of elementary education “in a time bound manner”, the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 a fundamental right.
9 Samagra Shiksha Abhiyan - an overarching programme for the school education sector extending from pre-school to class 12 has been prepared in 2018, with the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).
and District Information System in Education (DISE), it is evident that CwDs form the largest out-of-school group in India.

Indian government has been driving various projects, schemes, and legislations to strengthen inclusive education programs for CwDs. Highpoint of 1970s was Integrated Education for Disabled Children (IEDC) and in 1980s was declaration of International Year for Disabled Persons (IYDP). 1990s highpoints were: the National Policy of Education (NPE-POA) (1990-1992); the District Primary Education Programme (DPEP, 1994) (Ministry of Human Resource Development, 1994); and the most significant was the passage of the landmark legislation, The Persons with Disabilities Act (PwD Act, 1995). The World Declaration on Education for All adopted in 1990 (World Declaration, on EFA, 1990), the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993) and the World Conference on Special Needs Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action, whence inclusion became the theme of education processes, were precursors to the changes in India for improving the educational conditions of persons with disabilities.

The Standard Rules on the Equalization of Opportunities for Persons with Disabilities had major implications for the Indian situation in the form of three legislative Acts - The Rehabilitation Council of India Act, 1992 (RCI Act), the PWD Act, 1995, and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999 (NT, 1999). While the CRC provided a binding implementation framework with implications for law, policy and practice with respect to children with disabilities, it was the Standard Rules which provided detailed guidance on what should be done and how to do it.

The RCT Act 1992 initiated a training programme for the development of professionals to respond to the needs of students with disabilities. The enactment of PWD Act in 1996 provided legislative support. This act made it mandatory to provide free education to children with disabilities in an appropriate environment.
until the age of 18 years. In 1997 IEDC was amalgamated with other major basic education projects like the DPEP (Chadha, 2002) and the SSA (Department of Elementary Education, 2000).

The 21st century brought about constitutionally binding statuettes for educating CwDs. The 86th Amendment Act (2002) was a result of the recommendations of the two committees namely the Education Commission and Saikia Committee. The Amendment Act provided for three insertions/changes in the Constitution. The insertion of Article 21-A, provided that the State shall provide free and compulsory education to all children between the ages of 6-14 years in such a manner as the State may by law determine. An amendment to Article 45, that is the provision for early childhood care and education to children below the age of 6 years; the State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years. In Article 51-A, after clause (j) the following clause (k) was inserted: “a parent or guardian shall provide opportunities for education to his children or ward between the ages of 6-14 years.”

**New Legislative Provisions**

The UNCRPD (2006) brought about a paradigm shift in the way disability was to be addressed. It mandated governments around the world to consider the issues of PwDs as human rights. Article 24 of the UNCRPD (2006) established the right to education for people with disabilities. While recognizing the need for individual supports, it emphasized the importance of inclusive education – rather than segregation in separate classes or schools – as the best policy not only for providing a quality, affordable education to children with disabilities but also for helping to build more accommodating, tolerant societies. RTE further strengthened the rights of children with disabilities by stating - Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighbourhood school till completion of elementary education. The Act also put the responsibility of ensuring enrolment, attendance and completion on the government. While the original RTE Act passed in April 1, 2010 specifically mentioned children with disability, the Amendment passed in 2012 resulted in an expanded definition of children with disability and other enabling measures:

- A child with disability is to be included in the Act’s definition of children belonging to a ‘disadvantaged group’.
- A child with ‘disability’ as defined in 1995 Persons with Disabilities Act
- A child with ‘disability’ and ‘severe disability’ as defined in National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.

The RTE Act philosophy not only got strengthened but it was vastly enhanced by the global proclamation of SDG Goal 4 which stated the world has to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. The National Education Policies of India (SSA 2001 & SMSA 2018) and Sustainable Development Goal 4 share the goals of universal quality education and lifelong learning. The ultimate authority and mandate for education of all children with disability was sealed with elaborate sections in RPwD Act (2016):

- Section 4(2) provides that competent Government and local authorities shall ensure that all children with disabilities shall have right on an equal basis to freely express their views on all matters affecting them and provide them appropriate support keeping in view their age and disability. It means the that school administration is not only expected to include students with disabilities in the process of decision making affecting them such as decisions regarding their sitting arrangements, designing and implementation of Individualized Educational Programmes etc.
- Section 7(1) provides legal remedies available against possibility of abuse, violence and exploitation of children with disabilities in special and inclusive school settings.
- Chapter-III of the act is devoted to educational provisions for children with disabilities. Section 16 of the chapter provides that all the

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18 Provided right to education as a fundamental right in part-III of the Constitution. A new article 21A was inserted which made right to education a fundamental right for children between 6-14 years.
recognized educational institutions including private schools provide inclusive education to the children with disabilities. In order to meet this objective, the institution should:

- Admit them without discrimination;
- Provide facilities for sports and recreation;
- make building, campus and various facilities accessible;
- provide support services to optimize their social and academic development;
- ensure most appropriate languages, modes, and means of communication for the blind, deaf and deaf-blind individuals;
- early identification and intervention for children with specific learning disabilities;
- monitor participation, progress and attainment levels of children with disabilities;
- provide transportation facilities to the children with disabilities and also the attendant of the children with disabilities having high support needs.

- Section 17 prescribes the following measures to implement Section 16 of the act:
  - To conduct a survey of school going children in every five years to identify children with disabilities;
  - to establish an adequate number of teacher training institutions;
  - to train professionals and staff to support inclusive education;
  - to establish an adequate number of resource centres to support inclusive education;
  - to provide books, other learning materials and appropriate assistive devices to students with benchmark disabilities free of cost up to the age of eighteen years;
  - to provide scholarships to students with benchmark disability; and to make suitable modifications in the curriculum and examination system;
  - Section - 45(1) directs competent authority to make all public building including schools accessible within a period of not exceeding five years of notification of rules for such purpose. A large number of schools in different parts of the country even lack basic amenities; therefore, due to inadequate funds and other practical reasons, the states and local bodies may not find it possible to achieve the target within the stipulated time frame.
  - Section 47 competent authority to develop human resources by inducting disability as a component for all education courses for schools, colleges and University teachers and conducting training programmes for sports teachers with the focus on sports, games, adventure activities for the persons with disabilities.

Present Status of Inclusive Education in India

Despite many laws, policies and lofty ideals, CwDs form the largest out-of-school group in India. A position paper drafted by the NCERT (2006) stated that "the Office of the Chief Commissioner of Persons with Disabilities stated that not more than 4 percent of children with disabilities have access to education". Very little attention has been paid to educating the severely disabled. The enrolment rates are poor, educational performance is low, dropout rates are high (Baquer& Sharma, 2006). SRI-IMRB report19 2006 and 2009 show “the percentage of disabled children that were out of school fell was 34% in 2009. Among these, the proportion of out-of-school children was higher among children with intellectual disabilities (48%), speech impairments (36%) and multiple disabilities (59%).” Census 2011 shows that the number of disabled persons is highest in the age group 10-19 years (46.2 lakhs) which is the educational phase in a person’s life. Figures also show that the literacy rates for PwDs are much lower than that of the non-disabled population of the country and even within that, certain disabilities and women across disabilities have a lower percentage. The overall literacy rate for PwDs is 59% compared to 74% for the general population. The literacy level of women with

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19 A nationwide survey of 99,226 households was conducted by the Social and Rural Research Institute - International Market Research Bureau (SRI-IMRB) in 2006 and 2009 for estimating out-of-school children in the age group 6-13 years.
disabilities (WwDs) in urban areas is 61%, which is 9% lower than their male counterparts. While WwDs in rural areas are worse with a literacy rate of 38%, 20% lower than disabled males. And people with multiple disabilities (MD) fare the worst, with a 35.8% literacy rate.

DISE (2014) data illustrates that very few children with disabilities transition to senior secondary education; only 28,863 children with disabilities were enrolled in grade 12 in 2013-14 across the country.

Table 1: Status of education among disabled population during Census 2011

<table>
<thead>
<tr>
<th>Educational level</th>
<th>Overall percentage of disabled</th>
<th>Percentage of disabled in rural areas</th>
<th>Percentage of disabled in urban areas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persons Male Female</td>
<td>Persons Male Female</td>
<td>Persons Male Female</td>
</tr>
<tr>
<td>Illiterate</td>
<td>45.5 37.6 55.4</td>
<td>51.1 42.1 62.6</td>
<td>32.7 27.6 39.1</td>
</tr>
<tr>
<td>Literate</td>
<td>54.5 62.4 44.6</td>
<td>48.9 57.9 37.4</td>
<td>67.3 72.4 60.9</td>
</tr>
<tr>
<td>Literate but below primary</td>
<td>10.6 11.4 9.6</td>
<td>11.2 12.3 9.9</td>
<td>9.2 9.2 9.1</td>
</tr>
<tr>
<td>Primary but below middle</td>
<td>13.3 14.7 11.5</td>
<td>13.2 15.1 10.8</td>
<td>13.4 13.6 13.0</td>
</tr>
<tr>
<td>Middle but below matric/secondary</td>
<td>9.1 10.8 7.0</td>
<td>8.7 10.6 6.2</td>
<td>10.2 11.1 8.9</td>
</tr>
<tr>
<td>Matric/Secondary but below graduate</td>
<td>12.9 15.5 9.5</td>
<td>9.9 12.6 6.3</td>
<td>19.7 22.1 16.6</td>
</tr>
<tr>
<td>Graduate and above</td>
<td>4.6 5.6 3.4</td>
<td>2.2 3.1 1.2</td>
<td>10.2 11.3 8.6</td>
</tr>
</tbody>
</table>

Source: Table C-29 Disabled Population by type of disability, educational level and sex – 2011 (India & States/UTs), Census 2011

According to the National Survey of Out of School Children report (MHRD, 2014) “an estimated 21.39 lakh children (1.05%) in the age group of 6-13 years have been identified as Children with Special Needs (CWSN). Among the CWSN aged 6-13 years, 5.94 lakh children are out of school. This translates into 28.23% of the CWSN to be out of school. Analysis of out of school by type of disabilities reveals that 44.13% of those suffering from multiple disabilities (more than one type of physical or mental disability or both) are out of school. Out of the total children suffering from any mental disability, 35.97% children, and those suffering from speech disability, 34.82% children are out of school.”

Compared to a national average of 26%, 45% of Indians with disabilities are illiterate (Salve & Yadavar, 2017).

On 2nd December 2018, eve of international day for persons with disabilities, the Human Resource Development (HRD) Minister of State Satyapal Singh, said that only 1% of 12 million children with disabilities go to school in India.20

The 2014 study commissioned by OSCPCR in six districts of Odisha (Balangir, Khurda, Koraput, Puri, Sambalpur and Sundergarh) found that Odisha schools are currently unprepared to include children with disabilities due to various factors:

- Little knowledge among school headmasters regarding how to implement inclusive education
- Inaccessible school infrastructure
- Absence of professional development opportunities for teachers to implement inclusive education.
- 70% of mainstream teachers felt that they lacked the skills and the exposure necessary to address the needs of children with disabilities.
- 81% of the teachers stated limited resources in classrooms as a key concern. Inadequate and delayed provision of books in alternate format
- Rigidity of the curriculum
- Lack of resource teachers in schools
- Lack of specialists to help assess children’s special needs

The OSCPCR (2014) study in Bhubaneswar slums (urban poor areas) found that:

- In the slums, few children with disabilities enroll and most do not complete a full cycle of basic education.
- In Odisha, 58 per cent of slum children aged between 6 to 13, who have disabilities, were found to be out of school. Others (42.2%)
who were enrolled in some or other school, remained at home or loitered in the streets.

- They often (60%) enter school “older” than their peers and thus drop out.
- The problem of children enrolling at an older age than the grade-appropriate age, along with repetition and dropout is leading to a major age-grade discrepancy in school attendance.

Studies on “Efficacy of mainstream teacher’s sensitization training on inclusive education under SSA” done by Nanda and Nanda (2007) suggest that sensitization training helps in capacity building of mainstream teachers and education officers at least in respect of knowledge about disability and attitude.

Project Saksham – A Strategy for Success of Inclusive Education

Based on the 2014 study findings, Swabhiman initiated an innovative project in Odisha, Saksham, which translates to ‘capable’, in 2016. The program works with children and the youth through an education and skill development program. Swabhiman partnered with the government and a corporate house to create a model for inclusive education. The factors of IE success are described below in detail.

1. Customized Integrated Child Resource Centers (ICRCs) - As part of the program, ICRCs served as nodal centers for children to actively participate in various activities of the program. In eight clusters, eight ICRCs were set up in existing government schools. Primary importance was given to see that these centers were easily accessible within the cluster and that the school was large and had enough space and rooms (mostly upper primary and secondary schools).

2. Barrier free infrastructure in schools - One of the mandates of the Saksham Project involved elevation of schools to fully inclusive schools with inclusive approach to education and physical environment (accessibility) for all children. Ramps, accessible toilets and tactile tiles were introduced in ICRCs.

3. Facilitators - They were appointed to be the first point of contact between the community and the NGO and mostly had a background in social work. They were mainly occupied with school and home visits in the first half of the day, while in the afternoons they facilitated sessions and acted as assistants to the session experts at the ICRC. They are also responsible for maintaining a rapport with all stakeholders associated with the child mainly the school management and staff, the parents of the children and the visiting session experts to the ICRC.

4. Special Educator – They, both educated children and trained the field facilitators on technical aspects of dealing with CwDs. This training included but was not limited to sign language for dealing with speech and hearing disabilities, mental disabilities such as autism, etc.

5. Teachers Training - Swabhiman acted as one of the curriculum specialists along with government resource persons in designing the training program- Samata, meaning Equity, for primary government school teachers. Swabhiman staff also executed some of these sessions for the teachers. The five-day Samata teacher training program aimed at sensitizing mindsets, empowering teaching practices and informing knowledge about rights and entitlements of CwSN. The training program was directed at bringing about a significant shift in the way teachers looked at CwSN by demonstrating how every individual lacked some ability thereby making him/her disabled in that field. In terms of teaching practices, strategies such as special seating arrangements and speaking loudly for children with hearing disabilities were discussed. Additionally, sessions on sign language for the hearing impaired and Braille script for the blind were also held. Further, teachers were also informed about various schemes from both the Central and State Governments such as transport passes, escort and scholarship plans.

6. Strengthening Parental Participation - Parental support makes or breaks the ultimate link in the development of CwDs. Also, the intervention completes the loop if parents, at home, continue to foster a similar atmosphere as that provided at the ICRCs. Swabhiman,
having realized this critical aspect of parental guidance, focussed heavily in ensuring that parents are counselled and that they attend classes with their children. ICRCs have set up parent committees with one of them even setting up a bank account for the group. This parent committee functions similar to that of a Self Help Group (SHG) with monthly contributions made by members towards future needs of their children. The first SHG, which started in August of 2017, was christened Saksham Swayam Sahayta Gushti and has a corpus of INR 42,000 with a monthly contribution from members of INR 200. The members of SHG meet every month. This SHG has been able to pay for the increased number of Yoga classes held at the ICRC, over and above the standard number of classes conducted by the NGO. The SHG has also petitioned to the government by drafting a letter requesting for a special educator in the schools. They are also active participants in SMC and SDP.

**Impact of Saksham**

1. Increased attendance and enrolment of CwDs in schools
   - **Enrolment** - One of the outcomes that Saksham committed to was prevention increased enrolment. Out of the 367 students who joined the ICRC, 97 were school drop outs and so they were freshly enrolled in various government schools in the last two years while the remaining students were already attending school. In the meanwhile, 18 students migrated to other schools which had ICRCs.
   - **Attendance** - The increase in average yearly school attendance was noted in all the clusters which the highest noted in ICRC 4 from 48% in academic year 2015 to 88% in the academic year 2017. Similarly, ICRC 5 recorded a growth from 80% before the intervention to almost complete attendance as recorded in 2017. ICRC 5 was a part of the sample covered under the study and of the several factors that could have led to the increased attendance, one that stood out was the rapport that the facilitator built with the children, the school staff and the community at large.

**Sensitive Teachers**

- Higher levels of knowledge
- Teachers show positive attitudes, but need more coaching, towards CwDs.
- Teaching practices are more CwD need based
- IEP planning is now being done daily.
- Alternative format of examinations have been initiated by some schools.

**Recommendations**

Global funding for education is declining with governments and donors not prioritising education investment (Education Commission Report, 2016). When allocated, it is neither tracked efficiently nor is the data disaggregated according to gender, age, and disability. The same applies to humanitarian aid for education. Without adequate budget education of children with disabilities cannot be achieved. CwDs, apart from books and teachers, require therapy, alternate format books and support services.

In India, the expenditure on education has consistently remained well below this level - from 0.64% in 1951-52 to 3.84% in 1990-91. It briefly breached the 4% threshold at the turn of the millennium but has thereafter reverted to a level of around 3.5% in recent years. In 2015-16, Indian central government spending on school and higher education was less than other BRICS countries–India spent 3% of its gross domestic product (GDP) on education, compared to 3.8% in Russia, 4.2% in China, 5.2% in Brazil, and 6.9% in South Africa, according to 2016 data from India’s Ministry of Statistics and Programme Implementation. At present it is only 3.8% (Rai, 2017).

Beyond being an education philosophy, inclusive education is a life skill that can have

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22 Source: #CostingEquity - The case for disability-responsive education financing - #CostingEquity report is part of IDDC research into the financing of inclusive education for children with disabilities. The report looks at the benefits of financing disability-inclusive education, the current state of education financing with regard to inclusion, and what needs to change in order for education financing to effectively support the realisation of Sustainable Development Goal 4 and Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

23 CBGA Research - Protiva Kundu, lead researcher at CBGA
the most positive, far-reaching consequences. When children will interact daily, socially and academically with peers who are diverse and different, they will grow up having inculcated greater sensitivity, better understanding, and greater tolerance. Right to Education and Rights of Persons with Disabilities Acts are strong tools to make Inclusive Education a reality. Implementation of the laws and schemes, in the right spirit, is not only the duty of National and State Governments but also of the teachers, parents, community and society as a whole. Implementing inclusive education will require allocation of substantial resources. Education allotment needs to be at least 5% of GDP, budgetary allocation of HRD ministry and state departments needs to be substantially raised, schools need to receive adequate and sustainable financial support, teachers ought to be adequately trained, and parents need to be empowered to assert their children’s right to education in inclusive settings.

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In contemporary times the focus of quality education is to equip children with disciplinary knowledge along with development of personality related skills. These skills help in addressing different challenges of life. Subject related competencies and personality skills are embedded in multifarious activities that children engage within their waking hours. They are constantly developed, shaped and re-shaped in several interactions that take place with family members, peers, teachers, members of school functionaries and others. The process of skill development and its inculcation may vary from child to child in their mortal journey from infancy to adulthood. It gets influenced, finetuned as per their context in which they grow. Personality related skills encompass a whole range of qualities like – communication (oral and written), gestures, coping mechanism attitude/behaviour, levels of confidence, appearance and outlook towards life.

Personality skills are very often conditioned by socialization processes and cultural context. In different types of families like the patriarchal families the upbringing of children are marked by stereotypes. While it is true that families, both patriarchal and matriarchal are undergoing changes, studies have shown that expectations for their sons and daughters in terms of attitude/behavior, educational and professional expectations are at variance. For boys there is a notional belief that they are the future bread earners, carry forward family’s lineage, name and responsibility etc. for girls it is by and large a home maker. Girls are mainly seen as transmitters of qualities of nurturing and caring. Even if they opt for unconventional courses and professions the overarching expectations remains the same. Therefore, all agencies of socialization comprising of family, community and school, visibly and invisibly transmit these messages that goes into shaping the personalities of boys and girls.

In order to address such stereotypes and expectations from the girl child, in particular, there is a conscious need to engender set expectations and to promote skills related to disciplinary knowledge and personality formation in a universalistic manner wherein both boys and girls grow up to be empowered with qualities of head, heart and skills needed for self and professional development to the optimum.

The school, as secondary agent of socialization process can play a very important role in developing personalities of children. In this very context the teachers can play a very proactive role. The teacher’s sensitivity in exploring qualities of children while transacting the subject is important. It is expected that for developing the self of children keen observation of their attitude and behaviour is required for nurturing their capabilities. Some of the pointers that you may like to consider are:

Who:
- participates,
- answers questions,
- adds to information given,
- shows enthusiasm,
- shows lack of interest,
You may add on to the list.

Further, there is a need to find out who does not show interest, does not pays attention during classroom transaction, disrupts peers, attention seeking, use abusive language and is violent. Studies on classroom processes have highlighted that deviant behavior, if not addressed early, especially from primary years often leads to violence and conflict in future. Such behaviour patterns visibly shown among children have to be handled carefully and sensitively for developing coping mechanism and positive qualities. Thus, as a teacher you need to work on yourself first and then become an effective transmitter for developing personality related skills.

Personality Traits for Self:
- Am I a gender biased person,
• What are the qualities/traits I expect from boys and girls,
• What are the professional aspirations I have for boys and girls,
• How do I build confidence in children
• Do I give time to listen to their doubts
• Do I give space for participation
• What sort of rapport I built with students
• Is my attitude friendly
• Do I give time to share emotional conflicts
• Am I a keen observer of maladjusted children
• Do I empathize with children showing deviance
• Am I a problem solver
• You may add on to this list

**Subject related**

Find out whether the theme under discussion has aroused interest

Do I:

• have an eye for understanding concepts that are not understood
• make efforts for concept clarification
• encourage creativity in students
• ensure equal participation
• promote peer interactions
• promote sharing and caring
• strengthen team work
• You may add on to this list.

**Transmission of Hidden curriculum**

• My:
• Body language,
• Eye contact,
• Gestures,
• Language of address,
• Methods of appreciation,
• You may add on to this list.

In the transient phase of growth which is the onset of adolescence many children, boys and girls, face different types of conflicts. You may observe this in your classroom and outside classroom. Given below is a small check list that you may like to consider for better understanding of behavior traits among students in their impressionable age of growth and development.

**Some Self-Reflective Questions: Reflect, Ponder, Think and Act**

1. Have I been physically assaulted?
   - How did I feel
   - How did I react
   - Did I tell my friends/family
   - Did I confide in my teachers
   - Kept to myself
   - Any other

2. When do I feel emotionally upset
   - Physical remarks
   - Abusive language
   - Jealousy
   - Comparisons with peer/siblings/cousins
   - Lack of understanding of concepts related to different subjects
   - Not being understood by family/peers
   - Gap between hope, aspiration, ambitions and means
   - Any other

Once children have filled it up you may then evolve suitable strategies especially related to personality formation. Also a conscious attempt to solve subject related challenges would go a long way in strengthening inputs for quality development of children.

**Some Suggestive Measures in Context of Ensuring Overall Wellbeing of Children**

• Awareness about safety and security: Parameters of Protection of Children From Sexual Offences ACT, 2012
• Child Helpline Number and their Appropriate Places of Display.
• POCSO e-book
• Display of messages of saint poets and
persons who have spoken on social wellbeing and harmony.

- Display of Numbers of Counselours on important places
- Installation of CCT cameras
- Appointing Student Leaders Boys/Girls to look into violence and conflicts.
- Discussion on issues of safety and security in Parent Teachers Meetings (PTAs) and in School Management Committees (SMCs) meetings on a regular basis.
- Inviting Police personals to Schools for instructing children on Do’s and Don’ts.
- Appointing of Multi-Task Persons (MTS) to identify isolated and unsafe places.
- Encouraging creativity among students for positive mental makeup such as role play, drama, dance, skits, debates and so on.
- Placing code of conduct on important places in school.
- Ensuring separate toilets for Boys and Girls and its proper maintenance.
- Surprise check on the usage of computers by students.
- Blocking sites not relevant and appropriate to children.
- Encouraging self-reflective question answering for understanding the self, for improving behaviour and attitude.
- Organizing self-defense as a regular activity in the school or combine it with physical training and yoga.

You May like to give this handout to children

**SELF- HELF: BE AWARE: BE ALERT**

- BE CAREFUL, BE CAUTIOUS WITH STRANGERS
- KNOW YOUR MALE MEMBERS IN THE FAMILY AND BEHAVIOUR PATTERNS
- UNDERSTAND THE DOUBLE MEANING WORDS
- KEEP TRACK OF STALKERS
- IDENTIFY ISOLATED SPACES IN YOUR SURROUNDING

- DON’T WEAR COSTLY JEWELLERY WHILE YOU ARE TRAVELLING
- DON’T VENTURE OUT IN ROADS WHEN THERE ARE NO LIGHTS
- DON’T SHARE YOUR MOBILE NUMBERS, e.mail, OR ANY PERSONAL IDENTIFICATION OF SELF
- DON’TSHARE YOUR PERSONAL PICTURES OR ANY OTHER CONFIDENTIAL MATTERS ON SOCIAL NETWORKING SIGHTS

Thus, for making the overall schooling environment truly empowering a conscious attempt has to be made by teachers and the school administration to work in an integrated manner for strengthening disciplinary knowledge along with personality related skills for ensuring quality education with sustenancechildren irrespective of their origins. The strategies envisaged needs to be crafted into classroom transactions and schooling processes and not seen as additionality. The schooling processes in different context can prioritize interventions and requirements while designing relevant strategies. Further, care should be taken to keep in mind the needs of CWSN and those who are shy, introvert and show behavioral problems. Such interventions would help in building confidence, capacities among boys and girls to handle disciplinary rigor with understanding and at the same time develop a positive attitude towards life and empowered enough to face all challenges.

Department of Education in Social Sciences
NCERT, New Delhi
Political Scenario of Women in India

W
omen’s rights under the Constitution of India mainly include equality, dignity and freedom from discrimination; additionally, India has various statutes governing the rights of women. As of 2018, the President of India, the Speaker of the Lok Sabha and the Leader of the Opposition in the Lok Sabha (Lower House of the parliament) have been women. However, women in India continue to face numerous problems such as sexual assault, gender inequality, dowry, women violence, etc.

History of Women in India

Ancient India

"Women during the Vedic period enjoyed equal status with men in all aspects of life."

There are two types of women: those who become students of the Veda and those who marry immediately. Of these, the students of the Veda undergo initiation, kindle the sacred fire, study the Veda, and beg food in their own houses. In the case of those who marry immediately, however, when the time for marriage comes, their marriage should be performed after initiating them in some manner.

In Mahabharata, the story of Draupadi’s marriage to 5 men is a case in point. This pointed to the fact that polygamy was matched with polyandry during the Vedic era. Women could select their husband in an assembly called ‘swayamwar’. In this practice, the father of the woman would invite all the men and the woman would select one, and marry him while the court watched. This clearly showed how women’s rights were taken seriously during the Vedic era. This practice was prevalent till the 10th century A.D.

Medieval period

The Muslim conquest in the Indian subcontinent brought changes to Indian society. The position of Indian women in society deteriorated during this period. The purdah system and Jauhar are attributable to the Muslim rules that existed from 10th century onwards.

Polygamy was practised among Hindu Kshatriya rulers. However, this practice may not be considered a uniform social behavior, as at the same time, there were kingdoms which practised polyandry also. Nair warrior communities in Kerala practiced polyandry for centuries, during the medieval period up to the British 18th century

Independent India

Women in India now participate fully in areas such as education, sports, politics, media, art and culture, service sectors, science and technology, etc. Indira Gandhi, who served as Prime Minister of India for an aggregate period of fifteen years, is the world’s longest serving woman Prime Minister.

The Constitution of India guarantees to all Indian women equality (Article 14) no discrimination by the State (Article 15(1)), equality of opportunity (Article 16), equal pay for equal work (Article 39(d)) and Article 42. In addition, it allows special provisions to be made by the State in favour of women and children (Article 15(3)), renounces practices derogatory to the dignity of women (Article 51(A) (e)), and also allows for provisions to be made by the State for securing just and humane conditions of work and for maternity relief. (Article 42).

Our Indian sub-continent is gradually emerging as a powerful land since women began playing significant role for the development of the nation. Role of woman in modern India can be called as phenomenal. The transition of woman from the past to present is worth mentioning. Woman who once considered being the masters in the art of home making are now considered to be the forces that shape a country.

“The hand that rocks the cradle rules the world.”

- Albert Einstein
Traditionally, an Indian woman had four fold status-role sequences. These were her role as a daughter, wife, housewife (homemaker), and mother.

There was a time when women were just kitchen keepers and house keepers in the Indian society. Gradually women began to get educated, even highly educated and a stage came when some of them came out on the social and political field to rub shoulder with the men folk in these fields. The freedom struggle of India was the opening up of the new horizon for womanhood in India. In modern India, women have adorned high offices including that of the President, Prime minister, Speaker of the Lok Sabha, etc.

In those days women faced many Social Problems like Dowry, Child Marriages, Death during Childbirth, Sati and many social problems but nowadays the status of women in India has been subject to many great changes over the past few millennia. The year 1975, was declared as the International Year for Women throughout the world. The women were made aware of their status and place in society. Women are now no longer in slumber. They are awake and moving fast.

There is no arena, which remained unconquered by Indian women. The most important name in the category of women politicians of recent times is Mrs. Indira Gandhi. Kiran Majumdar Shaw is the richest Indian woman. Some of the notable and outstanding women who set examples for others are Mother Teresa, Kalpana Chawla, Kiran Bedi, Sarojini Naidu, etc. Indian women have mastered anything and everything which a woman can dream of. But she still has to go a long way to achieve equal status in the minds of Indian men.

"Educate a man and you educate an individual, Educate a woman and you educate a family."

--A.Cripps

Development of our country depends on the empowerment of women. A man and a woman are like two wheels of a cart. The cart can move fast and safely too, when both of them pull it in the same direction and with equal strength. Hence no developing country or society can afford to ignore the role of women, if they are to progress.

“You can tell the condition of a nation by looking at the status of women”

-Jawaharlal Nehru.

The ‘political participation’ of women is not only related to ‘Right to Vote’, but simultaneously relates to participation in :- decision-making process, political activism, political consciousness, etc. Women in India participate in voting, run for public offices and political parties at lower levels more than men. Political activism and voting are the strongest areas of women’s political participation. To combat gender inequality in politics at rural level, the Indian Government has instituted 33 percent of reservation for women in local governments, ie, all the three tier panchayats -- Gram Panchayat, Kshetra Panchayat and Zila Panchayat by introducing 73rd Constitutional Amendment. It is an attempt to ensure greater participation of women in election process directly and indirectly. It is the nursery of creating women leaders for national politics. After General Election of Panchayat in 2015, women constitute more than 33 percent of the total Elected Representatives (E.Rs.) in India ie, out of 29,17,334 ERs, 13,41,773 ERs are women, ie, 46 percent are women, all time highest. But at National level women participation in politics is very low as the following table indicates :-

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Year</th>
<th>Total Elected MP</th>
<th>Total Elected Women MP</th>
<th>Percentage of Total Elected MP</th>
<th>Duration of Parliament</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1952</td>
<td>489</td>
<td>24</td>
<td>4.91</td>
<td>17/01/1952 to 04/04/1957</td>
</tr>
<tr>
<td>2</td>
<td>1957</td>
<td>494</td>
<td>24</td>
<td>4.86</td>
<td>05/04/1957 to 31/03/1962</td>
</tr>
<tr>
<td>3</td>
<td>1962</td>
<td>494</td>
<td>37</td>
<td>7.49</td>
<td>02/04/1962 to 03/03/1967</td>
</tr>
<tr>
<td>4</td>
<td>1967</td>
<td>520</td>
<td>33</td>
<td>6.35</td>
<td>04/03/1967 to 27/12/1970</td>
</tr>
<tr>
<td>5</td>
<td>1971</td>
<td>518</td>
<td>28</td>
<td>5.40</td>
<td>15/05/1971 to 18/01/1977</td>
</tr>
<tr>
<td>6</td>
<td>1977</td>
<td>542</td>
<td>21</td>
<td>3.87</td>
<td>23/03/1977 to 22/08/1979</td>
</tr>
</tbody>
</table>
The above table reveals that in the year 1977 the participation of women in national level politics is the lowest, 3.87 percent while in the year 2014 it is the highest, i.e., only 12.11 percent.

If you compare women participation in politics at all the Panchayat levels and Parliament level, you will find that it is much higher at Panchayat level. It is due to minimum 33 percent of reservation for women at all levels of three-tier Panchayats after 73rd Constitutional Amendment.

### Position in Various Parliaments in the World

Now if we talk about women participation in parliament of various countries of the world, position of India is also not good. Even it is behind than Pakistan which is at 101 in the list of 193 countries while India’s position in this list is at 150. This is based on the report of Inter-Parliamentary Union, Geneva. Only three participants countries, viz, Rwanda, Bolivia and Cuba were having more than 50 percent women participation. There were only three participants countries, viz, Vanuatu, Papua New Guinea and Micronesia where there were no women Member of Parliament. Yemen was the only participant country where women participation was only 0.3 percent. In American Parliament 23 percent were women while in Russia it is 15 percent, France 39.7 percent, Britain 32 percent, and Germany 30.9 percent.

### The position of Women Member in Parliament in main Asian countries is given in the following Table:

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Seats</th>
<th>Women Members of Parliament</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>275</td>
<td>90</td>
<td>32.7</td>
</tr>
<tr>
<td>China</td>
<td>2975</td>
<td>742</td>
<td>24.9</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>350</td>
<td>72</td>
<td>20.6</td>
</tr>
<tr>
<td>Pakistan</td>
<td>341</td>
<td>69</td>
<td>20.2</td>
</tr>
<tr>
<td>Bhutan</td>
<td>47</td>
<td>7</td>
<td>14.9</td>
</tr>
<tr>
<td>India</td>
<td>543</td>
<td>66</td>
<td>12.1</td>
</tr>
<tr>
<td>Myanmar</td>
<td>433</td>
<td>49</td>
<td>11.3</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>225</td>
<td>12</td>
<td>5.3</td>
</tr>
</tbody>
</table>

### Suggestions to Improve Political Status of Women

In the light of the foregoing analysis, the following suggestions were observed more effective for participation of Women in politics:

1. Education plays a very important role fasting greater social participation. Education helps the women to develop a sense of motivation to achieve more. Therefore, more and more educational, awareness and leadership training programs should be organized at school, college and University level.

2. Encouraging self esteem of Women and Girls so that they are able to reach the decision making levels.

3. Political training of women should begin at school stage and should be speed on the local provincial National and Inter-National levels.

4. Sensitize and make women conscious of their right and power to vote.

5. Women should fight for their right to progress in politics.

6. Women need to be helped to raise their voice.

7. Women should be inspired and motivated to think discuss and act to solve problems by Political leaders.
8) Showing transparency and gender balance in the selection process.

9) Providing greater sensitive training to women to have no discriminatory and balanced relationship.

10) Developing mechanisms and training to encourage participation of women in the electoral and political processes.

11) Women moreover need to be actively involved in defining the political, economic and social agenda.

12) There should be Parliamentarian Institute of Training (PIT) either at National level or State level like Panchayati Raj Institute of Training (PRIT) established by Govt. of U.P. at Lucknow for imparting training of all the Elected Representatives of Three Tier Panchayats, i.e., Gram Panchayat, Kshetra Panchayat & Zila Panchayat and all the employees & Officers of Panchayati Raj Department. PRIT also prepares books for the all the training programs and conducts research studies.

A large scale of grass roots level youth movement must be initiated to change the perceptions and attitude of both decision makers and voters. The entry of women in politics will transform the total scenario. From the maximum educate a man and you educate a man only, educate a women and you educate a family.

We can say that if we are able to make at least one woman politically aware we will be able to sensitize many people about these issues.

A comparative study can be conducted on the opinion of politically active men and women regarding women’s low participation in politics and also qualitative studies to know about women in politics.

Reference:-
1. A fruitful discussion with Shri Rajendra Singh, Additional Director, Shri K. S. Awasthi, Joint Director and Shri A. C. Pandey, Consultant, Panchayati Raj Institute of Training (PRIT), Lucknow, U.P.
2. A few related web sites on Google for Election wise data.

Consultant, Panchayati Raj Institute of Training (PRIT), Lucknow, U.P.

Contours of Corporate Social Responsibility

Dr. I. Satya Sundaram

The fruits of economic development are not reaching all sections and regions. Hence, the present stress is on inclusive growth. Crores of rupees have been spent to eradicate poverty and unemployment. However, these two problems are still with us. Our plan priorities are preposterous. Corporate Social Responsibility (CSR) was made mandatory from fiscal 2015.

We have been thinking in terms of public sector and private sector. But, there are two more important sectors, namely, the cooperative sector and the voluntary sector. We have not fully utilized the services of these two important sectors. In fact, these two sectors have an edge over government departments in some spheres like adult literacy, public health and organizing the poor.

Adam Smith (1723-90 ), Father of Political Economy, wrote in his book, The Theory of Moral Sentiments (1759), “How selfish so ever man may be supposed, there are evidently some principles in his nature, which interest him in the future of others, and render their happiness necessary to him, though he derives nothing from it except the pleasure of seeing it.” Thus, Smith praised the impulse of altruism.

The Rationale

When somebody asked Muhammad Yunus, winner of Nobel Peace Prize (2006), Founder of
Bangladesh Grameen Bank, and a pioneer in the sphere of women empowerment, “What is the incentive for an individual to put money into a social business or a social business trust?” Yunus replied: “The answer is simple: Making money is happiness, but making other people happy is super happiness. Once you taste this super happiness, you cannot stop yourself from wanting more.” (Muhammad Yunus, 2017, The World of Three Zeroes, Hachette Book Group, New York, pp, 245-246).

Jamsetji Tata, Founder of the Tata Group, had said: “In a free enterprise, the community is not just another stakeholder in business, but is in fact the very purpose of its existence.”

It is a fact that some of our best problem-solving talent in the country exists in the corporate world. This experience and talent can be used to solve sticky social issues. CSR can also bring fresh perspective to many of these issues.

Also, India has social issues that are unique, complex and not always comparable to the West, as the West has not faced many of our problems.

The economic climate is now favourable for CSR. The more liberal tax regime enabled business organizations to now earmark part of their annual profits for social and environmental purposes. This is more true in the case of big companies.

**CSR: Nature and Scope**

The Companies Act, 2013, made a provision concerning CSR that well-doing companies should contribute towards socio-economic development of some sections/sectors. The CSR provision came into effect from April 1, 2014.

The World Bank defines CSR as a tool to improve over-all human development and social inclusion. The Google has defined CSR as “an approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stake-holders.”

There are three distinct CSR implementation models:

- Corporations establish foundations/trusts that give grants to NGOs for implementing projects in diverse areas. Their role is limited to funding, followed by impact evaluation through third party agencies.
- Corporations partner with NGOs and jointly execute CSR projects. The company brings in funds and committed manpower through pro-active social volunteering programmes. The NGOs bring in field expertise.
- Corporations establish foundations and have dedicated full-time staff that accomplish the CSR mandate of the parent organization.

It has been said that CSR is not just about giving money for social welfare, if writing a cheque could do that. It includes compliance of human right standards, concern for climate change, sustainable management of natural resources and keeping in mind consumer protection. It is a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment.

The government has recognized 10 major areas for spending: promoting education, gender equality, environmental sustainability, sanitation, availability of safe drinking water, preventive healthcare, national heritage, welfare of armed forces war widows, and their dependents and ensuring reduction in the levels of hunger, poverty and man-nutrition and also contributions to Prime Minister’s Relief Fund.

The Act requires a class of companies (companies with net worth of Rs.500 crore or more) to mandatorily spend 2 per cent of the average net profit of the preceding three years on CSR activities, establish a CSR committee, and report CSR activities.

The CSR expenditure is not tax exempted. However, certain areas of investment are attractive to companies. For example, the company’s contribution to the PM’s Relief Fund, and to other Funds set up by the central/state governments for socio-economic advancement is eligible for 100 per cent tax deduction without any maximum limit.

Studies show most companies devoted CSR spending on education and employable skills. The companies realized that a skilled knowledge society can contribute a lot to economic and social progress of the country.

According to the Confederation of Indian Industry (CII), in 2015-16, CSR spend rose by 27 per cent. The companies collectively spent Rs. 8,185 crore against the spending of Rs.6,400 crore the previous year (The Hindu, April 17, 2017).

Strange as it may seem, in 2015, smaller
listed companies (outside the ambit of the CSR legislation) have relatively spent more on CSR than bigger ones.

**Some Problems**

The companies lack strategic planning to identify the ideal projects for investment. The grants made by most of them have no long-term strategic thinking behind them (the gap in India’s CSR policy: A Report, The New Indian Express, March 14, 2018).

Studies show Indian companies are not serious about CSR despite the mandate being stipulated in Section 135 of the Companies Act, 2013.

In 2016, according to the Ministry of Corporate Affairs, 460 companies have cited trivial reasons for either not spending on CSR, or for having spent less than the minimum required. This is attributed to adoption of long-term social projects, and difficulty in finding an implementing agency (Sudha Srinivasan: “CSR has to be made more meaningful,” BusinessLine, September 26, 2016).

Studies have shown that some firms are meeting their mandatory CSR obligation by reducing expenditure on other philanthropic activities such as donation (Sangeeta Bansal, Madhu Khanna and Sonakshi Jain: “Corporate Social Responsibility rules in India: An assessment,” Economic and Political Weekly, April 7, 2018, p. 51).

The CSR spirit is slowly picking up. However, the impetus is not up to the mark. One major reason for this is, the top leadership in most cases, does not consider CSR as a priority. Those who actively participate do not have significant say in policy level decisions.

There is one major problem. The CSR funds are presently being spent in select regions of India --- 8 to 10 states get the maximum funding. This can be attributed to accessibility, availability of limited grass-root level organizations, language and cultural barriers etc. Over time, this should be well distributed, reaching the well-deserved sections and regions.

**Measures Needed**

The companies have to adopt pragmatic policies for better results. As rightly observed by Ratan N Tata: “We looked at areas such as nutrition, water, healthcare, education, rural uplift, urban poverty, energy and livelihoods, areas where we could contribute in a substantial way. The objectives of our philanthropy remain largely unchanged but we are now more deeply involved on the ground with how the projects we support are implemented. We have been judiciously backing ventures which result in sustainable benefits to individuals and communities. Our intention is to have our grants create sustainable solutions and bring self-sufficiency to communities, rather than establish long-term dependencies.”

In India, the CSR has made steady progress. Not only the eligible, but the non-eligible firms also increased their CSR expenditure.

Innovative CSR projects are needed that are economically viable, scalable and replicable in demographic context. Corporations can divert some CSR funding to R & D projects.

Creating shared value through innovative models will have deep-rooted societal impacts that will mainstream the marginalized (Jatindar Singh: “A commitment to support initiatives,” Yojana, July 2017, p.77).

Indian companies would do well to focus more on improving quality of outcome of CSR spending. Mere distribution of books and uniforms will not improve educational standards. The stress should be on curbing school drop-outs. Regarding the health sector, the stress should be on preventive healthcare (BusinessLine, editorial, April 19, 2017).

CSR spending is capable of reducing inequalities and improving the quality of life, particularly in rural areas.

One thing is very clear. The companies have to measure the outcomes. Priority should be given to third party audits. Some NGOs have not been spending funds well. They should be black-listed.

A good CSR initiative should be based on a good understanding of the requirements for social, economic and environmental sustainability, as well as the inter-relationships between the three components.

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Economist and Writer, 12/354—I, Rustumbada Machilipatnam—521 001 Andhra Pradesh.
Over the years the jobs done outside the house to earn a living were done by men and it turned into a tradition, a custom in society and continues till today. Since women had to take care of household work, they were not given an education and not only were they not qualified for jobs, but the ‘family’ did not allow them to go out and work.

Times are changing; life and society have progressed along with the development of women and their rights. Now, they are not only well educated but also work outside the home. Although, it’s not been as easy for them as it has been for men.

The financial demands on the Indian families are becoming raise day by day. The sky rocketing cost of living, increasing expenses on education of children, increasing cost of housing properties in India force every family in India to look for ways and means of increasing the household income. As a result, women in India who were mostly known as homemakers are forced to go for jobs and take up even careers that were considered only suitable for men such as working in night shifts in call centres or BPOs.

Working women in India are faced with lot more challenges than their counterparts in the other parts of the world. In India men do not share on most of the household chores, it is women who have to cook, clean the house, do the dishes, wash clothes, get their children ready for school etc. Men just took care of few chores that are to be dealt outside the house. So the major burden of running the family is on the shoulders of women. It was alright for women to handle all the chores as long as they were homemakers. Now with their increasing need for getting some income for the family, they have to work all the more harder. They have to take up a 9 to 5 job plus handle all the household chores that they handled as a homemaker.

Ironically Men’s role has not changed much. Women have started sleeping lesser than before because only when they wake up early they can cook for the family, get themselves ready for the job, get their children ready for the schools, so on an average, women lost 2 hours of sleep per day and up to 14 hours sleep per week. If they happened to work in a highly pressurized environment, then they will bring home their work and that cuts few more hours of sleep. It is not just about the reduced sleep, but such a lifestyle builds stress. This stress is passed on to the family and frustration level builds up in the family. They have to handle harassment’s at their work place, sometimes just over look things to ensure that their job is not jeopardized in anyway.

Emerged as a strong and smart women

They are strong, smart, technically competent and emotionally valiant in comparison to their male counterparts. As such they are rightly called as the new age corporate women. But despite achieving such huge laurels, women still face many obstacles in their work place.

In the contemporary world, women no longer lag behind in terms of career. They are keeping themselves shoulder to shoulder with opposite sex. However, even today they are expected to do multi tasking. They have to take care of family and household even if they are working. Working women refers to those in paid employment. They work as lawyers, nurses, doctors, teachers and secretaries etc. There is no profession today where women are not employed. However, it is true that working women have to face problems by virtue of their sex.

Sexual harassment

Working women already are facing so many problems like compromising of pay (compared to male employees), struggling with work-life balance, consistently working hard to prove themselves etc. Here sexual harassment of abuse
is a major issue which is nothing but pushing the limit to the extreme. Also, this is not an issue which women used to experience earlier, but it is still present and can be said as even more. Mostly women fall prey to cunning men who lure them on the pretext of love and sexually harass them. Many men have the notion that a working women are compromising in nature which is the foundation for such vicious deeds.

Most of the women tend to be concentrated in the poor service jobs whereas men are in an immediate supervisory position, which gives them an opportunity to exploit their subordinate women. It is a difficult situation for woman if the higher officer demands sexual favours. If refused the boss takes other means to make her life miserable. There have been several cases of sexual harassment involving even the senior women officials. If a woman is praised for her work or promoted on merit, her colleagues do not hesitate to attribute it to sexual favours. This psychological pressure can easily lead to a woman resigning from her job.

Today, almost all working women are prone to sexual harassment irrespective of their status, personal characteristics and the types of their employment. They face sexual harassment on way on transports, at working places, educational institutions, and hospitals, at home and even in police stations when they go to file complaints. It is shocking that the law protectors are violating and outraging modesty of women. Public transport system is overcrowded and women become easy targets for physical harassment.

Boasting about gender diversity at the workplace and discussing successful women employee stories does not cover the harsh truth of sexual harassment which is still the biggest issue working women are facing at workplaces.

**Mental harassment**

It is an age old convention that women are less capable and inefficient in working as compared to men. The attitude which considers women unfit for certain jobs holds back women. In spite of the constitutional provisions, gender bias creates obstacles in their recruitment. In addition to this, the same attitude governs injustice of unequal salaries for the same job. The true equality has not been achieved even after independence.

In order to achieve success in corporate sector, women feel that they must do better than their male colleagues. This leads to higher expectations and efficiency by their bosses and subordinates. Working in such conditions inevitably puts strain on women to greater extent as compared to men, thus making them less eager in their career.

**Gender bias**

In corporate environments, where people of both gender participate in all activities with equal vigour and enthusiasm such vague differentiation is the biggest challenge for a woman. Gender bias is one of the biggest issues that many women experience at their work place. Though we can say that corporate offices are bridging the gender gap slowly, private institutions and government offices are still way far behind. Jobs that require frequent travel, physical exertion etc. are still open for men only as they are considered more eligible than women. Many companies while hiring women employees ask them openly about their marriage and further family planning as they cannot afford the maternity leaves and other flexibility perks.

These days’ husbands do support women to go out and work. But once she starts doing extremely well or earns a larger pay package than her male counterpart, the ‘ego’ comes in the way in some cases. These men find it difficult to accept the progress and achievement of women whether she is his wife or colleague.

Women are blessed with the opportunity to bring another soul into this world and this factor must not be a hindrance for their growth and progress. One must understand that a working woman loves your concern but not your sympathy. She wishes to be recognized with her talent and not her gender. As colleagues men and women need to combine their synergies and work in union. Such a first step will definitely be the giant leap for mankind.

**Power and ego clashes**

Men always try to prove their superiority while at work. An alpha male will feel his ego is crushed when he has to report to a women manager. Howsoever the lady is kind to him; he will try to find faults against her approach or mode of work etc. Women who are at a higher
rank face this challenge while interacting with her peers, subordinates and superiors.

For generations, women have succumbed to the power play that men have played. With the dawn of the millennium, women are ready for a tough fight. Many women leaders have stated vehemently that it took them lot of time and plenty of courage to survive the power play politics and reach their current position in their work place.

Driven by emotion and instinct, for a women surviving office politics is one of the toughest challenges as it can hurt her inner soul and disturb her mental peace. Rather than falling prey to this false ego, able leaders should encourage healthy comradeship among fellow employees be it man or woman.

Handling her peers is the toughest job for a woman as she needs to imbibe special communication skills. But on the other hand, manipulating a man’s brain is easy if you can know the nuances.

The emotionally weak men need agony aunts or 3 AM friends to vent out and rant while women can keep any amount of agony and pain within them and yet smile gracefully. Working women need to encash this ability of hers to persuade and win the trust of her peers and this will definitely help her to befriend her colleague and turn the ego clash into nothing.

Also, practicing the art of treating criticism as a feedback mechanism is the best way to tackle this challenge on the work front.

**Personal versus professional life**

Another most noticeable challenge that women of today face at work place is the work life imbalance. Differentiating personal life and professional career becomes little hard for women in general. They tend to mix up work commitments with personal priorities and that’s when all the issue starts.

Family feels neglected, friends feel lost and unfortunately, she has to face the wrath of her entire support system just because she has forgotten to draw the line between work and life. This challenge is mostly self-imposed and to get out of this mess, the woman has to help herself.

She needs to set her priorities right and plan her day well ahead. If she has to attend a family event and she is asked to attend a corporate dinner which is unplanned according to her, she needs to gather courage and politely refuse the latter as she has committed to her family. All she needs to manage is time and effort then everything falls in place. But we cannot deny this fact that due to lack of social and family support, she has been victimized. Her support system is weak, thus she has to face challenges on both the fronts. Expectations are too high from her on both the fronts. She is trying perfectly to balance each front and she is successful also in that, but there is a need to change the thinking of family and society altogether.

**Maternity leaves**

Growing from a woman to a mother brings about a lot of changes in anyone. She learns to nurture a small being inside her. Elders say that as a woman becomes a mother, care and patience become her inseparable virtues. But does anyone perceive what all changes and challenges she is about to face at work place before and after the baby is born?

Handling mood swings and morning sicknesses without showing a slightest discomfort, travelling to and fro with her baby belly, avoiding office parties and late night meetings as her health may take a toll, listening to her boss’s taunts as she constantly applies check up leaves, maternity leaves etc. are simply too hard for a pregnant woman.

Most of the firms have policies where maternity leaves are granted for the first two babies which is appreciable. But once the lady resumes office post her maternity break, she may be in for surprise as her role would no more be the same. She may have to begin from beginning all over again.

To bridge this gap and ease the challenge, corporate firms have now included flexibility policies for women who resume their career post maternity breaks.

**Security**

The most threatening challenge for women at work place is their security. With more and more cases of physical assault and abuse being reported in dailies and news channels, women need to
learn the art of self-defence for their security.

Many organizations have employed special security services for helping their women employees to get back home at late nights. Not just working women but every girl should always be prepared to face the wrath of uncivilized men and hence must equip themselves with defence mechanism and face their challenge with oozing self-confidence. It is not only the responsibility of the employers but as co-workers, one should not have a closed eye towards it. Appropriate steps must be taken by employers or persons in charge of workplaces, public or private sector, to ensure safe working atmosphere for women. Appropriate work conditions must be provided in respect of work, health and hygiene to further ensure that there is no hostile environment towards women at workplaces.

**Top posts occupied by men**

Women have time and again proved their capabilities in the work front but still, the top cream layer is mostly occupied by men. The challenge here is female leaders are many but role models are few. Hence when women try and look for leaders whom they can emulate, they are left behind. While male leaders are many and they train their successor with full vigour a women leader learns everything the hard way. When women look up to men for guidance and mentorship they feel they are disconnected and disoriented as there is a great difference in their objectivity and style of communication.

But this challenge is slowly minimizing as more and more women are entering as managers, politicians, presidents, CEO’s and in the next few years to come, there will be more leaders who will turn role models for the generations to follow.

But there is flip side also. When a women reaches a respectable position in her work place there are always plenty of speculation about her journey to that position. Some comment on her ability while some comment about her friendly attitude. Such comments sound too harsh and many a times forces the girl to put down her papers.

But on a deeper thought, this challenge can be easily handled if you can sit calm and think. All you will need to do is not to reciprocate any hard feelings. Women should know to face and win over this emotional challenge in her stride.

In a world where good and bad co-exists, women must grow their emotional quotient and let their work speak for them instead of engaging in verbal battles.

Hiring women in the companies have many benefits as they are more focused, committed and successful even when they are under-represented most of the time. Workplaces are usually unequal and it is a global truth, one can easily understand it by seeing the pay, the positions, the designation what men and women get at work. But still, women have been victorious in making a mark on their own in this competitive market.

The best part about hiring more women in the workplace not only helps you double your gains and increases your organization’s productivity but also make the workplace a better place to work.

**An interesting survey among the top corporate giants around the world confirms that women have proved their stupendous presence in almost every industry and in huge numbers.**

**As per research, companies who have a higher number of women in their workforce have gained high financial profits and productivity as their output, when compared to the companies which have fewer women employees. Moreover, the companies which have a diverse workforce are more successful when compared to other companies which are mostly male-dominated.**

**According to a survey conducted by ASSOCHAM on 1000 women professionals, around 80 percent of the households expect their daughters/daughters-in-law to prioritize household requirements over official work. Many women are physically or emotionally abused at home but they do not let anybody know about it.**

12, Eklavya Vihar, Sector-13, Rohini, Delhi-110085
Yoga: A Key of Health

Dr. Krishna Chandra Choudhary

Yoga is a key of a good health and healthy way of life. Yoga has a long tradition in Indian society. Yoga is a way of life and known as art of right living. Yoga refers to all the physically body-oriented styles the potential benefits of flexibility, balance, posture, strength and so on. Yoga is an ancient skill based on a balancing system of development for the body, mind and spirit. The practice of yoga in the modern context is often centered on the physical postures that strengthen and stretch the body for general wellbeing. Moreover, yoga tools can be applied to calm the mind and cultivate qualities of peacefulness, harmony, contentment, courage and gratitude.

The word ‘Yoga’ is derived from Sanskrit root “Yuj” which means ‘to join’ or ‘to unite’. This may be taken as the union of body, mind and soul. Yoga is used in the literature both as an end as well as the means. Overall, yoga signifies ‘integration of personality’ at the highest level. As means, yoga includes various practices and techniques; which are employed to achieve such integration. These practices and techniques are means in the yogic literature and collectively referred.

From Ancient Rituals to Scientific Approach and Intervention

In view of the fact that our ancient time, due to immense belief in our culture and traditions; we have been practicing so many rituals transferring from generation to generation. Rituals are meant to inculcate feelings of devotion and bring spirituality in a human being. Some of these practices are taking bath in morning, worship of god, offering water to sun, cleaning homes during festivals, celebration of festivals in different ways, applying certain specific religious marks on the body like wearing “Tilak” on forehead, making “Sindoor” and toe-ring by married women, meditation, prayers, yoga, “Yagya”, and so on. As said by Indian mythological scenario these rituals are for our betterment and also provide strength for our day to day life. People tried to fight and cure so many deficiencies of lives and diseases with the help of these cultural and ancient practices.

In contrast, our modern life is fully equipped with science and technology without which one can’t imagine existence. Science is the answer of all our questions these days. In our view, science is capable in explaining the various mysteries of living beings and serving as bridge between our old beliefs, rituals and reality. During our old time we used to cure diseases using medicinal plants and various exercises but not knowing the fact behind these. Science is revealing the facts of the disease and curing methods.

Importance of Yoga for Right Path of Life

Good health is the basic and fundamental right of every human being. But this right depends on individual, psychosocial and environmental factors. Along with social or environmental factors, we should develop a better immune system and a better perception of ourselves so that other conditions do not affect us adversely and we can achieve good health. Health is a positive concept means real path of life. Positive health does not mean merely freedom from disease but, it also includes a jubilant and energetic feeling of well-being with an amount of general resistance and capacity to cultivate immunity against specific offending agents. There are many indigenous and modern methods and disciplines that help us to successfully fight with diseases. For instance, the system of Yoga, Naturopathy, Ayurveda (Indian Medicine), Unani, Homeopathy and Siddha means Ayurvedic, Yoga and Naturopathy, Unani, Siddha and Homeopathy (AYUSH) can be quoted as indigenous systems, whereas allopathic system is quoted as the popular modern medical system. Yoga is one of the most powerful indigenous drugless systems of treatment. It is having own concept of wellness; which has been scientifically understood and presented by many. Yoga can be adopted as lifestyle for promoting our physical and mental (psychological) health. Yoga, if introduced at the school level would help to
inculcate healthy habits and healthy lifestyle to achieve good health. Yoga is to encourage a positive and healthy lifestyle for physical, mental and emotional health. Yoga helps in the development of strength, stamina, endurance and high energy at physical level. It also empowers oneself with increased concentration, calm, peace and contentment at mental level leading to inner and outer harmony.

The Key Benefits of Yoga for Health and Well Being

- Regularity of practice is essential both in the physical and mental aspects of yoga.
- Patience is an important key of yoga for holistic health and well being.
- Early morning is the ideal time for yoga practice.
- Strengthen, stabilize and stretch your physical body as well as mental sound.
- Increase and stabilize your energy all the way through the day.
- Focus on mind and psyche also.
- Develop a positive and balanced attitude toward life’s inevitable challenges.
- Lift up your mood and frame of mind.
- Connect with your inner essence and develop spiritual wellness
- Positive mental well-being.
- Improves concentration and memory.
- Psychosocial modification increases for betterment of the individual.
- Tension, anxiety, stress, sadness, distress and depression decrease.
- Reduces the effects of traumatic experiences.
- Hostility decreases.
- Somatic and kinesthetic awareness increase.
- Mood improves and subjective well being increases.
- Self acceptance and self actualization increase.
- Patience is an important factor.

In conclusion, the benefits of development can though, be reaped only if the citizens enjoy a well being of health. With the whole world realizing the benefits of yoga for health, 21st June every year is now being observed as the International Yoga Day (IDY). India, as a nation, has played the most significant role in taking yoga to every corner of the globe (pan world approach). In the United Nations (UNs) was proclaimed 21 June as the IDY, recognizing the universal appeal for Yoga. Therefore, we can conclude by saying what Indian Prime Minister said in his address during the opening of the 69th session (2014) of the General Assembly; in which he said that “Yoga is an invaluable gift from our ancient tradition. Yoga embodies unity of mind and body, thought and action a holistic approach is valuable to our health and well-being. Yoga is not just about exercise; it is a way to discover the sense of oneness with, the world and the nature.”

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Socio Economic Status of Tribal in Theni District

Dr. A. Sujatha

Preamble:

India is one of the few nations in the world with a thriving tribal population in different parts of the country. India holds 2nd rank in the world and comes next to Africa. There are 531 different tribal communities spread all over India. According to the census tribal people constitute 8 percent of the nations in total population, 258 tribal communities speaking about 106 different languages. Tribal living in various parts of our country. There is no proper communication facilities between the various isolated tribal groups. Major tribes in Tamil Nadu are Malayali, Todas, Kurumba, Panjay Irular, Kattunayakkan, Kani, Palliyaran, Sholagar, Kodar and Veddar. Most of the tribal communities are small in size and they are classified according to their occupational pattern. In Theni district in two villages namely Muthuvakkudi, and Naripatti, which possessed a large number of tribal community and the name of the tribal is Iravalar, Kaader. The major source of income they are gaining from agriculture and the primary crops used for agriculture is Sugarcane, Rice, Millets, Cotton, Cereals, Pulses, Groundnut, Gingili, Silk, Banana, Tea, Coffee, Cardamom and Mangos. The central and state government has been introduced various development schemes exclusively for the tribal community but the economic and social standard is not well developed.

Statement of the problem:

Developing the tribal community is also an integral part of national development. The government of India has launched a number of development programmes namely Ambedkar yojana, Indra Yojana, housing scheme and vocational training scheme for tribal development but the benefits are not properly reached to the tribes due to lack of awareness regarding the development schemes introduced by the government and some of the beneficial development schemes are not fully reached out to the respondents and they are not much aware of the schemes and value of the scheme.

Most of financial institutions are hesitate to sanction loan due to their irregularity in their earning so that researcher has a keen interest in studying the socio economic conditions of tribal in Theni district.

Objective of the study:

To study the socio economic conditions of tribal in Theni district.

Research Design:

Tribal of Theni district has been selected for the study. The primary data was collected through well-structured interview schedule and the secondary data was collected through various books and journal, articles, periodical etc.

Period of the study:

The study period covers for a period of 6 months from Jan 2018 to June 2018.

Limitations:

Most of the respondents are illiterate and they are not giving proper response for our interview and the study has been made at micro level so the sample taken for study is too small.

Review of previous study:

Jahanara (2008) reported that 73% of the tribes in Pondicherry lived in below poverty line less than one third were belong to lower socio economic status 83% were illiterate, 5% educated with primary level of education. The height and weight was below the standard level of the general population.

Balige B.S 2013 A program for tribal area was also taken upon a pilot basis in area of special agrarian unrest with an establishment of tribal development agencies (TDAS) in Andra Pradesh, Bihar, Madhya Pradesh and Orissa. Towards the end of the fourth plan two more TDAS were grated in areas not based on any agrarian UN rest. This programme envisaged a compare endive frame covering protective measure, economic
development and social services.

**List of scheduled tribal of Tamil Nadu:**

1) Adiyan 2) aranadan 3) Eravallan 4) Irular 4) kadar 6) kaniyan 7) kattunayakan 8) kochuerlan 9) kondaka kapus 11) koraga 12) kundiya 13) melakudi 14) kurichchan 15) kurlimbair 16) maha arayan 17) malapandaram 18) malai vadan 19) malakkuravan 20) malasar 21) mannam 22) malayakandai 23) palleyan 24) palliyar 25) sholaga 26) toda 28) urali 29) pulaiyari 30) irovalars

**Tribal in Theni district:**

Theni district of Tamil Nadu has a total population of 1245899 as per the Census 2011 out of which 625683 are male while 620216 females were residing in theni district. The average sex ratio of theni district is 991 and the literacy rate is 77.26% out of total population of scheduled tribes were 1377. The male strength is 954 and female strength is 663.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Panchayat Union</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Andipatti</td>
<td>37</td>
<td>35</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Myladumparai</td>
<td>154</td>
<td>137</td>
<td>291</td>
</tr>
<tr>
<td>3</td>
<td>Peiyakulam</td>
<td>187</td>
<td>155</td>
<td>342</td>
</tr>
<tr>
<td>4</td>
<td>Theni</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Bodinayakanur</td>
<td>325</td>
<td>322</td>
<td>647</td>
</tr>
<tr>
<td>6</td>
<td>Chinnamanur</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>kambam</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>uthamapalayam</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>714</td>
<td>663</td>
<td>1377</td>
</tr>
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</table>

**Literacy rate of scheduled tribes in Theni district**

<table>
<thead>
<tr>
<th>S.No</th>
<th>State district</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tamil Nadu</td>
<td>86.77</td>
<td>77.14</td>
<td>80.09</td>
</tr>
<tr>
<td>2</td>
<td>Theni</td>
<td>85.03</td>
<td>69.46</td>
<td>77.26</td>
</tr>
</tbody>
</table>

**Source:** census of India 2011

**Social economic condition of tribal in Theni district:**

India is one of the few nation in the world with a thriving tribal population in different parts of the country. Our country has been quoted as a development nation but the tribal development is a very high question mark in even minds of a citizen. To analyze their development the researcher has made an attempt the Socio economic condition of tribal in the study area.

**TABLE - I**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Factors</th>
<th>Response</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>age</td>
<td>Below 20</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>age</td>
<td>20 - 30 years</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>age</td>
<td>30 - 40 years</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>age</td>
<td>40 - 50 years</td>
<td>12</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>education</th>
<th>Illiterate</th>
<th>28</th>
<th>56</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>education</td>
<td>Primary level</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>6</td>
<td>education</td>
<td>Secondary level</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>education</td>
<td>Higher secondary</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Level</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>Marital status</th>
<th>Married</th>
<th>37</th>
<th>74</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>unmarried</td>
<td>13</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S. No</th>
<th>religion</th>
<th>Hindu</th>
<th>42</th>
<th>84</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christian</td>
<td></td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Muslim</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source : primary data

The table indicates that out of 50 respondents 17% of the respondents belong to the age group of 30-40 and 13% of the respondents belong to the category of 20-30 majority of the respondents are illiterate and 19% of the respondents have completed their primary level of education and 37% of the respondents are married and most of the respondents belong to Hindu religion.
Economic status of the respondents

Table - II

<table>
<thead>
<tr>
<th>S. No</th>
<th>Factors</th>
<th>Response</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Family income</td>
<td>Below – 5000</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5000 – 7000</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7000 – 9000</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Expenditure made</td>
<td>Below – 3000</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3000 – 4000</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4000 – 5000</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Saving habits</td>
<td>Yes</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Owned house</td>
<td>Yes</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table 2 indicates that 17% of the respondents having a regular monthly income of Rs 5000 – 7000 and 25% of the respondents spent below 3000 for monthly expenditure and 47% of the respondents are not possessing the habit of savings and 43% of respondents reside in their own house.

Table – 3

Occupation of the respondents

<table>
<thead>
<tr>
<th>S. No</th>
<th>Occupations</th>
<th>No of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agriculture</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Sale of honey</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>Sale of agar</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Vedic product</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Daily wages work Plucking cardamom word</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table indicates that the majority 14% of the respondents are going for daily wages work and 12% of the respondents are doing honey sale work. The minimum of 4 members are involved in agriculture activity.

Table – 4

House hold amenities

<table>
<thead>
<tr>
<th>S.No</th>
<th>Particular</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Water</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Electricity</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>3</td>
<td>Sanitation</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table 4 indicates that the house hold amenities possessed by the respondents out of 100, 24% of the house possessing water facility and 17% of the respondents having electricity facility in their house. And sanitation facility is very poor in the study area only 9% of the houses are holding sanitation facilities.

Suggestions:
The government of India has announced number of development schemes for tribal development. The success of the project is not depends on launching of the project it based only the benefits acquired by the respondents. So the government can take necessary efforts to make aware of the schemes given by the government for the development of tribal in the study area.

The government of India has announced a number of top class education system for ST students. But they hesitate to go for higher education and the teachers percentage is very limited in hilly places. The government can take necessary action to provide education and all type of training to the respondents in their respective native place itself because education is a only mode will change the entire transgression and development in their standard of living of the respondents.

Conclusion:
The both central and state government have launched a number of schemes with the sole purpose of uplifting the tribal in Tamil Nadu. One of the important scheme for tribal is self-employment scheme. The objective of the scheme is to bring the youth to become job oriented and under bee keeping scheme the bee keeping boxes are supplied to the tribals at free of cost and beekeeping training has been given to know how to collect and preserve honey and vocational training has been given for the tribal development. Effective steps have been taken by the government to improve their living standards. But their customs and culture pull down them from the normal life leading. They hesitate and reluctant to accept the changes and development on their life.

Assistance Professor of Commerce, CPA College, Bodinayakanur
Farewell to Shri Ashwini Kumar

One of the members of the Central Social Welfare Board, Shri Ashwini Kumar, Assistant Director, retired on superannuation on 29th March, 2019. He joined the Board on 17th May, 1979 and served it for four decades.

On the occasion, the Recreation Club of Central Social Welfare Board organized a farewell party at Mantrana hall where all officers and staff members of the Board bid a farewell to him.

At the outset, Dr. Dalbir Singh Bhukkal, Executive Director (Incharge) of the Board welcomed Shri Ashwini by presenting a floral bouquet to him. Following this, Shri Deepak Khurana, IFA cum CAO and Sh. Satish Kumar, P&AO gave cheque of pensionary benefits to him. A gift on behalf of Recreation Club and all staff members was also presented to him.

Sh. Arbind Kumar Sinha and Ms. Elsie Keishing, Joint Directors of the Board threw light on his fine performance and conveyed their best wishes for healthy prosperous post-retirement life.

Speaking on the occasion, Shri Deepak Khurana, IFA cum CAO and Smt. Rani Pandey, Assistant Director spoke about his distinctive qualities and recalled their memories working with him. Remembering the old memories working in the Board, Shri Ashwini shared some wonderful experiences and thanked all the employees of the Board for their cooperation and support.

Family members of Sh. Ashwini Kumar graced the occasion with their presence. Shri Pawan Kumar, brother of Shri Ashwinisang melodious songs.

Following this, Dr. D.S. Bhukkal praised Shri Ashwini’s assiduous work, his determination towards work, honesty and professional skills and conveyed his best wishes for happy post retirement life.

Programme came to an end with vote of thanks extended by Smt. Rani Pandey, General Secretary, Recreation Club of the CSWB.
66th Year of Successful Publication

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