



International Journal of Multi Disciplinary  
Research and Technology  
ISSN 2582-7369 Peer Reviewed Journal  
Impact Factor 6.328

GENDER EQUALITY TOWARDS A WELFARE STATE



National Level  
Multi-Disciplinary  
Online Seminar

## GENDER EQUALITY TOWARDS A WELFARE STATE

Editor - in - Chief : Dr. Reni Francis



*Organised by*

MKLM's B L Amlani College of Commerce and Economics  
In collaboration with  
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# **Gender Equality Towards a Welfare State**

**November 2021**

**International Journal of Multidisciplinary Research and Technology**

**ISSN 2582- 7358**

**Peer Reviewed Journal Impact Factor 6.328**

**Volume 2 Issue 2**

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## Marching towards Gender Equality in Welfare State

*Dr. Reni Francis*

*Prinicpal*

*MES's Pillai College of Education and Research, Chembur*

Social scientists over the last generation have made great advances in research towards underpinning of various aspects of a Welfare State. Questions and arguments are often raised on the impact of Welfare policies among the people particularly those in dire need of assistance. In the words of Gandhiji, helping others in need is the greatest act of selfless devotion and concern towards brotherhood. Often this is seen through the dark lens of poverty, unemployment, lack of basic needs thus denied equal opportunity of employment, education, social status, and human rights.

Twenty first century negates the importance of the welfare policies offered by any state towards assuring well-being. The proposition put forward in critiquing the same is through a very pertinent question, how we can call ourselves a Welfare State when a sizeable number in the society still face deprivation towards basic facilities, thus leading to stress and strain of coping with this dilemma of Welfare State.

India was struggling with a lot of issues and challenges at that time of Independence. The country was juggling with social, economic inequality, the country witnessed marginalized sectors, disintegration, industries affected by British rule. India after independence became a welfare state a 'sovereign socialist secular democratic republic'.

The citizens of India have been considered as the supreme authority in the country, the concept of social welfare needs to be taken on a priority, and the skewed policies relating to increasing capitalist forceful acquisition of land from farmers and neglect of agriculture and rural development have widened the gap. Few reasons that can be attributed to this divide are

- ✓ Widening divide between the rich and poor at the local, global level the higher GDP of India only benefited the upper 10-15% of the population.
- ✓ Neglect for farming the agricultural investment was decreased and the reforms or welfare policies for farmers were thoroughly skimmed in the long run.
- ✓ Devastation of small-scale industries the closing down of industries due to liberalization, privatization and globalization and lack of support from banks as loan, the small scale industries were the main source of employment in rural area, but the close, down of industries affected the self-sufficiency of people.
- ✓ Environment degradation – the harmful impact by large factories affected the natural reserves of the country the government regulations in environment sustainability measures were minimal these resulting comprised environment responsibility.

- ✓ India as a whole is diverse in its reserves and treasure the diversities in natural resources resulted in disparity in development, economic growth and some parts lagging behind;
- ✓ Financial stability is an impoverished dream that needs to be accelerated with economic self-sufficiency and access to government support.

These ailing issues can be replenished by following measures.

- ✓ Focus on agricultural development – It is time to turn around the dependence on agriculture by increasing the public expenditure in agriculture by increasing the public expenditure in agriculture sustainability, by focusing more on research in agriculture in better quality of seeds, mechanized farming.
- ✓ Removal of poverty and inequalities – poverty is the main disease that creates a deep hole in the system. Poverty gives rise to inequality, we need to tackle both simultaneously, making citizens self-reliant and provide for their own needs should be the focus of every State.
- ✓ Financial stability aims to provide all citizen to be able to satisfy the basic needs of financial services, through micro finance, expansion of branches in rural areas, creation of fund treasury and liberalized banking policies for the poorer section.
- ✓ Immediate spending towards healthcare and education – The glaring numbers of malnourished in India and the low healthcare cover is surely an area of concern. Likewise, the education enrolment in schools and higher education was far low and hence needed concrete measures to the development of both the sectors in terms of expenditure and utilization of expenditure.
- ✓ Dynamism of social welfare – the emerging society gave rise to the newer need of social welfare, it is the responsibility of the state to take care of the societal needs, maintain social, economic stability, political and legal process of law keeping the welfare of the people as the topmost priority.

### **Challenges in Health care facilities**

India's health status made significant progress post -independence; yet it lacks efficiency as compared to the global standards, few setbacks of India's health scenario are

- ✓ Rural Population is often sidelined. The masses of rural populations are often sidelined in comparison to the service focused urban hospitals. The resistance of medical professionals to work in rural areas also affects as one of the setbacks.
- ✓ Westernization impact- As we know India is a country of masses not classes, however the efforts and policies of welfare to masses is often compromised. The health care facilities are far sighted with respect to preventive, rehabilitative public health facilities.
- ✓ Decreased funding for Health – The budgetary allocation for health constitute to a very minimal % as compared to the GDP.

- ✓ Social imbalance – The health facilities highly skewed in India several parts of our country do not even receive basic facilities of health in comparison to the urban areas people residing in rural fully and remote areas are often underserved.
- ✓ Medical professionals are also low compared to other personnel. There is a lack of doctors, nurses paramedics, hospitals clinics dispensaries in comparison to the rising diverse population.
- ✓ Inadequate research in the field of medical study – Research needs to focus on drugs, vaccines, identification of illness, cost effective treatment, hence funds need to be pumped into research.
- ✓ For reaching costs of health services – The soaring medical expenses, rising bills, unaffordable medical facilities have crunched the benefits reaching the marginalized hence effective planning and allocating funds / insurance can help toward better medical facilities.

The highlight of health care benefits towards a welfare state was focused by K. Arvind (2018) in the article challenges to Healthcare in India. The five A's'

- 1) Awareness was sparingly found about the lifespan, breast feeding practices, reproductive health issues, geriatric morbidity, low educational knowledge poor functional literacy, low priority for health.
- 2) Access to healthcare was seen a hurdle in the rural counter parts. The barriers were the unavailability of health care centre near their houses, the absence of infrastructure such as beds, ward, drinking water, toilet facility.
- 3) Absence of manpower in healthcare inadequate number of personal, lack of trained professionals, thus making the deficiencies of the public health system to be on the downfall.
- 4) Affordability – The private health care services capture the local market thus making it difficult for the society at large to benefit the facilities thus leading to impoverished healthcare cost.
- 5) Accountability to the policies and procedures that justify the responsibility of the activities

### **Conclusion:**

Welfare state most of the times assume that higher social status have better health. The implementation of health to the citizens has seen few challenges in India and has witnessed many obstacles in ensuring the benefits that impact the lives of the people. The effect on the health of a population is seen in the social determinant such as condition of living, good nutrition, safe water for drinking, good sanitation, compulsory education, early child care and development and measures of social security. Health systems are grappling with the inadequacy of provisions and inefficient utilization result in inequalities in health. The health systems must be able to handle lack of financial resources that are being pumped into health welfare schemes. The findings of the present study revealed that perception of degree college students based on gender. The perception highlighted health aspects such as women health, child health, nutrition, disease and disorders, sanitation and hygiene, mental health. The views often



focused on the importance of health facilities to be provided to women. This can be provided to women. This can be through various offerings such as maternity leave, welfare aspect in rural and urban areas need to be focused. Most of the time, there may be a feeling that women are not provided free medical facilities. Edu opportunities for women is another crusading factor towards health and health care facilities. Education leads to better employment opportunities for women thus raising the standard of living for women. Educated women are able to understand in a better way the needs of a family, children. Family planning programmes and child care facilities help the women to focus on health of their child and thus nutritional needs. Healthy children lead to a wealthy nation but this is often perceived to be lacking due to ignored child care in rural areas and less medical facilities for children below 15 years. The fast growing city life brings in a lot of short cuts in healthy and balanced diet, nutrition is often compromised to westernized food practices and lifestyle. Staying fit and healthy needs balanced diet and exercise, this is often perceived as a long awaiting desire for people in rural areas. With a huge burden of family pressure and obligations, minimum food / resources are only affordable, this inherits diseases and disorders, thus crippling our younger generation. Lack of awareness about so health hazards also could be an indicator to lack of nutrition and good habits. The sourcing medical expenses also creates hurdles to health care. The poor are often burdened with huge financial crisis due to poverty, unemployment and many times health, safety are often sidelined and given least priority. The productivity at work may be decreased due to prolonged illness to oneself or some family member. The perception of on the basis of gender has an impact on the rural and urban divide, role of govt. in mainstreaming these aspects are not duly taken care off. Sanitation facilities witnesses lack of uniformity in rural and urban areas, lack of toilet facilities, water supply, garbage disposal, etc. affects health and welfare among people. Though govt. initiatives towards toilet construction has a great momentum yet the efforts have not aimed towards welfare, this view may have influenced the perception of students based on gender. The world is witnessing unique challenges that is a threat to health and well-being of the society, the efforts of govt. and community collectively rue to the growing health hazards towards a welfare state. The growth and welfare of nation depends on the development of or individual and in taking a critical judgement for the welfare of the society. Every individual. contributes to nat. development leading to productivity. The perception of students may be a result of stigmatization in the society due to lack of good mental health, this could be done thru' monitoring of people promoting mental health actions. The ultimate aim of a nation would be to decrease the gap among the rich and poor with adequate access to sanitation, hygiene, safe drinking water, free health and medical services, upliftment of women and their health care, response govt. actions thus making it favorable towards a welfare state.

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# Reconsidering Pradhan Mantri Ujjwala Yojana: A Narrative Study from BPL Households of District Srinagar of Jammu and Kashmir

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## Abstract

*Launched on the 28th of September, 2016, in the then state of Jammu and Kashmir, there was much hype around the Pradhan Mantri Ujjwala Yojana (PMUY) scheme, which aimed to promote clean cooking fuel among deprived and rural households. The study aims to examine the impact of PMUY on the Below Poverty Line (BPL) households in district Srinagar of Jammu and Kashmir. Twenty families were selected through purposive sampling. An unstructured interview guide was used to collect the data. Data analysis revealed that people had many expectations related to this scheme, and with time, the scheme has lost all its sheen. The present study depicted anger and frustration among the beneficiaries of PMUY because of the hike in gas prices, issues related to subsidies, Aadhar linkage with a bank account, and poor refill count of dealers.*

**Keywords:** PMUY; BPL households; Government schemes; Narrative study; Poverty.

## Introduction

India has come a long way since it got independence from the shackles of British colonisation. India has since evolved into a vibrant constitutional democracy and made rapid strides in several domains. The credit for India's transformation can safely be attributed to the people of India who defied all odds to survive democratic institutions and secular fabric and took an active part in the country's development as a whole. Many things have undergone a sincere change since independence, especially the economic and political setup of the country (Dreze,2002), although there is yet a lot to be done. Economic inclusion and reforms related to it, especially reforms related to women, is yet to be appropriately addressed to bring forward positive change for the healthy, prosperous and meaningful life of the citizens of India. The government of India has ambitiously pursued transforming the country into a prosperous, egalitarian, all-inclusive country that ensures the dignity of an individual and the unity and integrity of the nation following the constitutional obligations. Poverty is not only a vast issue but also a global phenomenon (Giddens, 1996). Therefore, they have been subjected to different interpretations by different scholars. In straightforward terms, poverty could be understood as a condition characterised by a lack of basic needs such as water, health care, foods, sufficient access to social and economic services, and few opportunities for formal income generation. Poverty is often described in terms of the income level by the World Bank below which people are unable to access sufficient food for healthy working life. Poverty has grabbed the attention of international academician governmental institutes and health experts during the last decade. Successive global summits have made commitments to radically reduce the misery from which so many humans suffer throughout their lives. Hunger and food insecurity are the most severe forms of extreme poverty. To eradicate these issues from society is the prime concern of international organisations. Extreme poverty remains an upsetting problem in the world's developing regions (Wade,2004), regardless of the advances made in

the post-1990s. Poverty is a complex issue in nature, and it is only through gradual means that a country could solve these issues. It is the interplay of diverse elements in a society which bring about the desired change. This study deals with unfolding the milestone steps of the government of India to deal with the issue of poverty in general and concerning women of district Srinagar in particular.

Some of the programmes and schemes may not seem to have direct linkages with poverty alleviation and eradication. However, a closer and in-depth understanding of the scheme or a programme reveals the instrumentality of a particular scheme in fulfilling its real purpose. Say Swachh Bharat Abhiyan is a Clean India campaign. However, when India adopts clean practices, many communicable and non-communicable diseases see a declining trend, thus saving public money from being spent on curing diseases (Curtis,2019) which in turn is spent on other productive activities and as well protecting the dignity of an individual especially women, from harassment, bullying, snakebites etc. which is an everyday affair in case of open defecation. Despite being one of the fastest-growing economies globally, India is home to most people living below poverty (Sharma, Dwivedi and Singh, 2016). To be more precise, with 17.5 per cent of the total world's population, India had 20.6 per cent of the world's poorest in 2011 or 179.6 million people in India lived below the poverty line as per the revised methodology of the World Bank on purchasing power parity. Given the vast number of poor people residing within India, poverty becomes a significant issue. According to Census data (2011), Srinagar had a population of 1,236,829, of which male and female were 651,124 and 585,705, respectively. Same Census data says that 1,212 families live on footpaths or without any roof cover in the Srinagar district of Jammu and Kashmir. Total population of all who lived without a roof at the time of Census 2011 numbers 8,646 (ibid). This is approximately 0.70 per cent of the total population of the Srinagar district. Though poverty impacts one and all, it is borne to its maximum extent by women, especially in Indian society.

The issue of poverty is critical. If poverty is not addressed at the earliest, the demographic dividend that India boasts of may turn into a demographic disaster. Women in India, in particular, are at the receiving end when it comes to poverty. Financial independence is a prerequisite for social independence (Todd, 2004). Women in India are usually made to do unpaid labour, have unequal wages and job opportunities, face sexual violence at the workplace, and believe that their proper sphere of activity is inactivity within the four walls of a household. The feminisation of agriculture has also seen an upward trend since the boom of globalisation. McKinsey Global Institute (MGI) published a global report, "The Power of Parity: How Advancing Gender Equality Can Add \$12 Trillion to Global Growth" (2015), followed by a report "The Power of Parity: Advancing Women's Equality in India," which said *"India could boost its GDP by \$0.7 trillion in 2025 or 16 per cent of the business-as-usual level, the largest relative boost of all ten regions analysed by MGI. This translates into 1.4 per cent per year of incremental GDP growth for India. About 70 per cent of the increase comes from raising India's female labour-force participation rate by 10 percentage points, from 31 per cent at present to 41 per cent in 2025, to bring 68 million more women into the economy over this period."*

## Methodology

The author used narrative analysis as an approach to conducting this study because the narrative analysis is a detailed and systematic way to know the experiences of an individual. For conducting interviews at homes, purposive sampling was used. The following criteria were kept in mind for choosing participants for the interview: (i) 18 or above years in age (ii) resident of district Srinagar of Jammu and Kashmir (iii) BPL household (iv) consent of the participant. The social and demographic information about participants is given in Table 1. Data saturation was the basis for collecting data as it is the profundity of data and not the number of participants (Saunders et al., 2018). Twenty BPL households were interviewed to understand opportunities, challenges, exploitation, government schemes, and other relevant information related to the PMUY. [Refer to Table 1]

**Table 1: Social and Demographic Profile of the Participants**

Serial No.	Age	Residence	Gender
1.	37 years	Noorbagh	Male
2.	34 years	Safakadal	Female
3.	38 years	Sekidafar	Male
4.	33 years	Wanganpora	Female
5.	47 years	Saidapora	Male
6.	34 years	Charinambal	Male
7.	37 years	Gaes Mohalla	Female
8.	43 years	Zaedbal	Male

9.	39 years	Qamarwari	Male
10.	55 years	Yari Kadal	Male
11.	39 years	Rathpora	Female
12.	35 years	Eidgah	Male
13.	36 years	Hawal	Male
14.	30 years	Zaine Kadal	Male
15.	33 years	Noor Bagh	Female
16.	41 years	Dangarpor	Male
17.	36 years	Habak	Male
18.	39 years	Noorpora	Male
19.	36 years	Nigeen	Female
20.	44 years	Yaripora	Female

*Source: Field Survey, 2019*

### Interview process

The author met participants in person, and the relevant questions were posed to them face to face. Most of the interviews were conducted by home visits. Open-ended questions agreeing with the study's rationale were asked to know the details and enhance flexibility in the process. The fellow participants were given due respect and time to lay bare their conditions with their due consent. Without interfering, due process was followed to probe their specific and intervening statements during the conversation to comprehend and make sense of the interview process. Most of the interviews were audio-recorded with

due permission of the participants. Some were reluctant to allow recording their conversation, and detailed notes were made of their statements. The participants were made aware of the nature of the study, and after due approval, a formal interview process was begun. The data was collected for over three months, and the interview process lasted between thirty minutes to one and a half hours. The Kashmiri language was predominantly used as this language was the participants' mother tongue.

### **Analysis of data**

The author translated the recorded audio clips without any delay, and the notes taken were put in a prescribed manner. Data was analysed thoroughly until the message was clear to the author. Based on Graneheim and Lundman's (2004) procedures, data analysis was completed. These procedures include: (i) deriving actual content by reading and re-reading the transcript (ii) condensing data into meaning statements (iii) coding the meaningful statements without loss of original message (iv) comparison and discussion on codes to derive similarities and differences in the content (v) finally, agreement on multiple sub-themes and integration process of these themes present in the content. Notes, sub notes, and other points were taken care of while precisely analysing the data and preserving the message. Credibility and originality were maintained by reading the analysed data to some participants in the research process. A total of nine participants were present in the re-reading process to ensure that this study represented them and their problems as closely as possible.

### **Ethical considerations**

Before collecting data, either recorded or taking notes and memos, consent was taken from every participant. Those participants who did not wish to be recorded; their request was honoured. Time constraints of the participants were taken into consideration; only in the allotted time by the participants' interviews were conducted. To maintain confidentiality, only the maiden names of the participants are mentioned in the socio-demographic division. Family names were omitted on purpose.

### **Results of the study**

Years after the Pradhan Mantri Ujjwala Yojana was launched, the scheme is accomplishing its targets superbly. It is, however, not achieving its objective of encouraging households to stop using traditional biomass fuels and firewood that can cause respiratory diseases. Ostensibly, PMUY seems to be an excellent scheme. According to a study, more than 100,000 people in India die prematurely because of respiratory diseases linked to inhaling smoke from stoves, *chullas* and burning of other biomass fuels (Reddy, 2016). Besides the human cost, multiple concerns arise because of the extraction of firewood from forests leading to the intensification of deforestation. Multiple themes emerged from the data collected from the participants. These themes could be broadly categorised into three different experiences that reflect hike in gas price, subsidies, Aadhaar linkage issues and government apathy.

### **Hike in gas price**

The hike of LPG is in dollars, and the rupee is currently running at its low; the substantial rise in rupee terms is more than two and a half times (Anishkumar, 2014). It is pretty appalling for this drastic hike of gas prices, that too for a commodity that is an essential input as a household fuel. Subsequently, it

will have an overall adverse impact on the familiar people who are in terrible situations given the unmatched inflation in recent years. In this connection, participant 7 narrated:

Inflation is at its peak. This world no longer belongs to poor people like us. Money has taken a central role in every issue of our day to day lives. Be it milk, vegetables or medicine, which are essential for life, the price of everything has gone up. The fate of poor people keeps hanging. We used to get gas cylinders merely for 300 Rs before a decade or so. Now the price of a gas cylinder is 1000 Rs. What on earth is a poor person supposed to do? To whom shall a poor person share her/his problems!

Gas utilisation in India has increased quicker than domestic production and accessibility, resulting in imports of liquefied natural gas (LNG) that is regasified in domestic facilities for local use (Foss, 2007). However, if we look carefully at the international prices, we know that the international gas market is highly fragmented, and prices depend upon the fast-varying demand-supply situation in various local markets; that is why current prices range from \$4 in the US to almost \$15 in Japan (Sen, 2015). Supposedly, this is why the Rangarajan committee suggested an average of prices at three diverse locations to arrive at the 'arm length' price. On the issue of price rise, participant 11 had to say:

Getting a free gas cylinder and stove was an excellent imitative from the government. The problem is that gas does not stay in the cylinder forever. It needs to be refilled. The cost of refilling gas is too high. Most BPL households cannot afford the cost of refilling the gas stove and have recourse back to using a kerosene oil stove for cooking purposes. Because there is no gas in my cylinder, it is just idle under the veranda, and we cook food and make chapatis on the stove [ kerosene as fuel]. If the government truly wants to help BPL households, it should have also made the necessary arrangements for refilling these gas cylinders. Else all the money government has put into this scheme will be gone to dust.

### **Issue of subsidy**

Since the primary purpose of PMUY is that even the country's poor households should be able to use the cleaner fuel (LPG) instead of burning wood and biomass fuels for domestic purposes, prices of such fuel must remain affordable( Sharma, Parikh and Sing, 2019) . In this connection, when a person belonging to the BPL household buys a gas cylinder for cooking purposes, there is a mechanism that automatically credits the subsidy amount into the beneficiary account. However, there have been several problems related to the issue of subsidy money. In this connection, Participant 17 narrated:

Most of the beneficiaries of PMUY live from hand to mouth. The price of a gas cylinder for such people should have been decided at once. While others can buy gas cylinders and wait for the subsidy money to be credited into their bank account, poor people cannot do that as they do not have sufficient money in reserve. The second issue is the lapse of subsidy money. We keep checking our bank accounts for a refund of our money in vain. As a result, we effectively get the gas cylinder for the total amount of money. People like me cannot afford to fill the gas cylinder at such a considerable cost. We are left with no other option than to resort back to using *chullas*.

Another issue related to the subsidy amount not getting into beneficiary bank accounts is the lack of financial inclusion among beneficiaries (Sing and Tandon, 2012). Since they do not have bank



accounts or many beneficiaries have inoperational bank accounts, it creates hurdles for the government machinery to credit the subsidised amount into their accounts. Relatedly participant 3 said:

The financial inclusion of BPL households is very low. For subsidised money to get into their bank account, first, we need to ensure that these people have active bank accounts. Some of these people have bank accounts just for namesake and thus are inoperational. As a result, unbanked or people who have inoperational bank accounts suffer a lot. Instead of returning the subsidised amount to their bank accounts, on spot subsidy should have also been an option to consider for this vulnerable section of society. Besides, subsidised money must reach seamlessly into beneficiaries' bank accounts within days, and sometimes it takes weeks to credit money into their accounts. There also have been multiple cases among the beneficiaries where no subsidy has been credited, and this problem is all over India and not just in the region of Kashmir.

### **Aadhar linkage**

Digital literacy is weak (Khokhar,2012) among most of the BPL households in the district Srinagar of Jammu and Kashmir. In order to make an Aadhar card, people had to stand in long queues and wait for hours for their turn to come to give their biometrics and relevant information. For BPL households, especially women, the process has been complicated, and many of them were left out of the Aadhaar enrolment drive( Chaudhuri,2021) . The government of India has done an exceptionally healthy job in making sure that such people are not left alone. On top of it, linking an Aadhaar card with bank accounts remains another hurdle among many households that belong to vulnerable sections of society. Connecting lines, participant 3 held:

As if there were more minor problems in our lives. This government is making the lives of individuals like us very difficult. If we work for the day, only then can we afford to eat at night? We need to stand in long queues to get an Aadhaar card linked to our bank accounts. The bank staff are usually uncooperative and as a result daily wagger like us loose lot of time doing these things. Instead of simplifying the procedure, the government makes complex procedures to get irritated and buy gas at a flat rate without subsidised money being returned to their bank accounts.

As most of the schemes launched by the government of India need beneficiary in person available, youngsters in the family are helpless to represent their elders. Though this step has been ensured to maintain transparency and cut out bogus and ghost beneficiaries on the ground level, it also impacts the frequency and speed of participants' enrolment. Often, the dealers do not acknowledge the BPL card and demand the beneficiary's presence in person, and if the beneficiary is not to condition to be present, the emoluments of the scheme stand forfeited. Participant 14 recounts:

In places like Kashmir, linkage of Aadhaar with bank accounts takes days together because neither people nor administration is trained well enough to deal with the influx of people. On top of that, most of the time, it is preferred individuals who get their job done efficiently, and everyday people have to wait in long ques which discourages them to the core. As a result, many people working with Aadhaar centres do the job in the private sphere and charge vast amounts of money from poor people just for linking bank accounts with the Aadhaar card. Though creating an interlinkage between the Aadhaar

card and bank accounts is fruitful as it helps check corruption, the process is tiresome for most people, especially those who have no digital knowledge. There are insufficient help centres to tackle the issue of helping such a category of people. Because of not being able to create the interlinkage between the duo, both officials and people suffer.

## Conclusion

India is a welfare state. The government of India has a constitutional obligation to make welfare schemes meant for the betterment of its vulnerable sections of society. The government launches several schemes for the betterment of these people, but the results of these schemes are not always encouraging. While some schemes perform well on the ground and uplift the poor, other schemes do not make a due impact. With the inauguration of PMUY, many people aspired to find comfort; however, given its loopholes, many beneficiaries no longer expect any good from this scheme. Hence, it is essential that before launching a scheme on a national platform, a rigorous pilot study should be carried out. Moreover, after the scheme is implemented on a national level on a full-fledged scale, all the valid concerns of the citizens that unfold overtime should be addressed to make the scheme successful.

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# Impact of Professional Development for Women Project Managers of an Organization Working in the Social Sector on their Social & Technical Skills

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## Introduction

Professional development encompasses many educational experiences with reference to any employee's work. People in a wide variety of professions like doctors, lawyers, accountants and educators participate in continuous professional development opportunities and look forward to applying newly learnt skills in their daily work in order to better their performance. Review of literature has shown that teaching quality and school leadership are the primary factors in ensuring better student achievement.

For teachers and schools to be as effective as possible, they must continuously expand their skills in order to be able to adopt and implement educational best practices. Professional development is one of the most effective strategies school systems have to strengthen educators' performance levels.

An educator's professional life cycle passes through clearly identifiable stages-from novice to proficient, experienced and then mastery (mentor). They enter the profession as a novice and get training in teaching or at least, guidance of experienced colleagues and accumulate experience of their own as well. The experience of classroom situations, training/retraining and/or through diverse interaction, goes a long way in making them an accomplished professional.

The cycle involves notions of conception, growth and development, maturity and eventual decline or withdrawal. In Fessler's career cycle within a model for teachers' professional growth and development (Fessler, 1985) there are two other components viz., personal environment and organizational environment which influences the career cycle.

Lately, Steffy (2001) has identified six distinct phases in a developmental continuum. She points out that as teachers continue to progress all through their careers, they can engage in transformational processes including critical reflection on practice, redefinition of assumptions and beliefs and enhanced self-worth.

The role of the academic mid-level manager is unique because its scope reaches

horizontally and vertically as they communicate and collaborate with peers, subordinates, and supervisors (Baker, 2003). Leaders must know what resources they have available, how to use them,

and have the ability to use these resources. With Communication, leaders must be able to have courageous conversations and be able to have open dialogue with others.

Communication is the foundation of education. As the process follows, administrators communicate with managers and coordinators, managers and coordinators communicate with teachers, who ultimately communicate with students. An important area of development is the communication that takes place between a team leader and their team members. Since they are key players involved in the normal day-today operations of an educational organisation, their ability to effectively communicate cannot be overlooked.

Wentz (1998) has stated that effective communication is not just about speaking. People communicate by either writing, listening, speaking or using verbal and non-verbal signals to get their message across to the listeners. What people don't mention while speaking could simply be as important as what they tell, and how our body language supports or refutes with what we are saying could be due to the difference between communicating and just speaking. Administrators, according to Laud (1998), spend the most of their work days either instructing or communicating.

With the advent of the internet era and social media (O'Reilly,2005), the traditional approach of teacher-centered instruction that is primarily uni directionally has been increasingly replaced with more innovative two-way communication approaches that are also technology enabled (Brown, 2012; Clark & Mayer, 2016; Shadiev et al., 2014). The growing popularity of technology has led to a paradigm shift in all aspects of life, including education. (Howard, 2013; Tamim et al., 2011). However, it must be pointed out that though daily technology usage is widespread, technology integration in education has not been happening at the same pace and in fact it was only with the coming of the pandemic & Covid-19 related lockdowns that there has been an overhaul of the way educational organisations will now be run in the future. (Capo & Orellana, 2011; Deye, 2015; Fioriello, 2011; Warham et al., 2017).

The COVID-19 crisis thrust us all especially educators ,whether they were technologically prepared or not, into an instructional environment where technology became a necessary medium in the form of e-learning and even communication amongst all stakeholders. Ongoing changes in society and industry require educational organisations to be responsive and thus continuously redevelop themselves and their practices (Darling-Hammond 2006; Nicholls 2001). Responsiveness to ongoing change is critically important to both vocational and professional education practices. (Darwin 2007; Sirk et al. 2016).

### **Literature Review -**

The study completed by Uerza, D., Volman, M. & Krala, M. (2018) on 'Teacher educators' competences in fostering student teachers' proficiency in teaching and learning with technology: An overview of relevant research literature' was published in *Teaching and Teacher Education Volume 70*. The paper presents an overview of research literature on teacher educators' competencies in preparing their students to teach with technology. The following domains of competence were identified by the

authors competency in technology, competences for pedagogical and educational technology use, beliefs about teaching and learning and competences in the educator's own professional learning.

A study conducted by Wallapha Ariratanaa, et.al,(2015) on 'Development of Leadership Soft Skills Among Educational Administrators' in *Procedia - Social and Behavioral Sciences Volume 186* aimed to measure the development of leadership soft skills among educational administrators. The results of this study revealed that educational administrators should improve their communication skills, promote healthy interpersonal relationships and work better as teams. Also it is important to put technology to maximum use by monitoring and evaluating teachers' teaching strategies using technology.

A study conducted done by Gillard.S (2009) on 'Soft Skills and Technical Expertise of Effective Project Managers' published in *Informing Science and Information Technology Volume 6* found that success in the role of project manager cannot be achieved only with the knowledge of technical skills but managers need to be trained in excellent interpersonal, or soft skills as well.

Rowicki, Mark A. (1999) studied 'Communication Skills for Educational Administrators' published in the *Education Resources information center (ERIC) of the U.S. Department of Education*. The study stated that a large proportion of administrators tend to direct instead of giving guidance. The study concluded that educational administrator's should listen more, ask more questions, and encourage their team members to ideate more and be more solution oriented. Effective communication may involve the use of technology enabled alternatives, it is imperative that heads and leaders set an example in using these technologies to bolster communication.

### **Methodology-**

#### **Sample**

- 6 women Academic project managers working in a social sector supporting vernacular school education, based on the need analysis conducted by the organization were included in the study.

- *Demographics :*

Age range : 35-45 years

Years of experience : 15+ years of experience

Academic Qualification : Graduates

Languages known : Mostly vernacular but know basic English

#### **Objective of the present study-**

The objective of the study is to find out the effectiveness of the professional development program on communication technical skills of the academic project managers working in an organisation in the social sector.

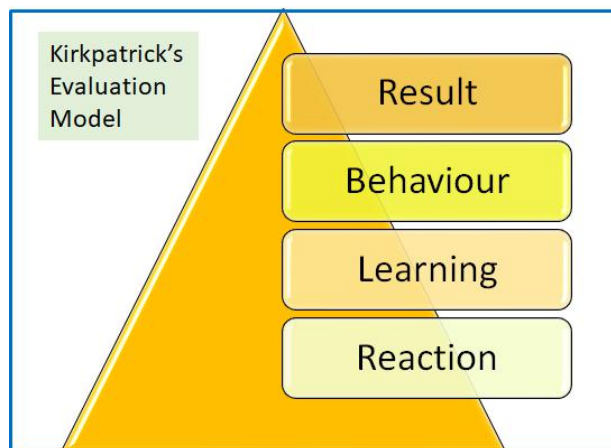
## Research Design -

**Independent variable** is the professional development program designed based on literature survey and professional practices. Specifically, in the present study communication training and technology enabled presentation skills were selected as a part of a professional development program for academic project managers.

**Dependent variable** social and technical skills of academic project managers measured in terms of feedback given by the academic project managers, Test of e-Learning Related Attitudes (TeLRA) scale: Development and Rosenberg Self Esteem scale.

The effectiveness of the professional development program is seen through the **Kirkpatrick model**, which is a globally recognized model for evaluating the results of all types of training programs which include both formal and informal training methods. The model works on a 4 level approach : reaction, learning, behavior, and results as depicted in Fig. 1.

Both qualitative and quantitative approaches were to be considered in the study.



**Fig 1: Kirkpatrick's Evaluation Model**

### Description of the tool used :

Test of e-Learning Related Attitudes (TeLRA) scale-Test of e-Learning Related Attitudes (TeLRA) scale. TeLRA scale offers an alternative to existing e-learning measures which focus on teachers' attitudes towards e-learning in HLIs. Constructs of TeLRA scale were initially defined through adapting a cross-cultural validated TOSRA scale. Items were developed based on literature review guided by the conceptual framework adapted from the TAM theory. It consisted of four constructs: external variables, teachers' perceived usefulness, teachers' perceived ease of use and teachers' attitude toward e learning

Rosenberg Self Esteem Scale -A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni dimensional. All items are

to be answered based on a 4-point Likert scale format ranging from strongly agree to strongly disagree. Scores to be given are as follows - “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Score items 2, 5, 6, 8, 9 in the reverse manner. Sum scores for all ten items. Higher scores indicate higher self-esteem on a continuous scale.

Kirkpatrick Model -, It is a globally recognized method for evaluating the results of training and learning programs which include both formal and informal training methods. Qualitative and quantitative inputs are taken post the completion of the program based on a 4-level criteria: reaction, learning, behavior, and results.

**Procedure:**

- Designing the training structure
- Content creation for the training sessions
- Conducting 4 sessions (weekly once) throughout 1 month. Topics were related to communication skills (2 sessions) and technical presentation skills (2 sessions)
- Feedback was collected through personal verbatims, Google form, Test of e-Learning Related Attitudes (TeLRA) scale and Rosenberg Self-Esteem Scale were administered and scored.
- Mapping of the findings with different levels (reaction, learning, behaviour and results) of Kirkpatrick model to check the effectiveness of training.

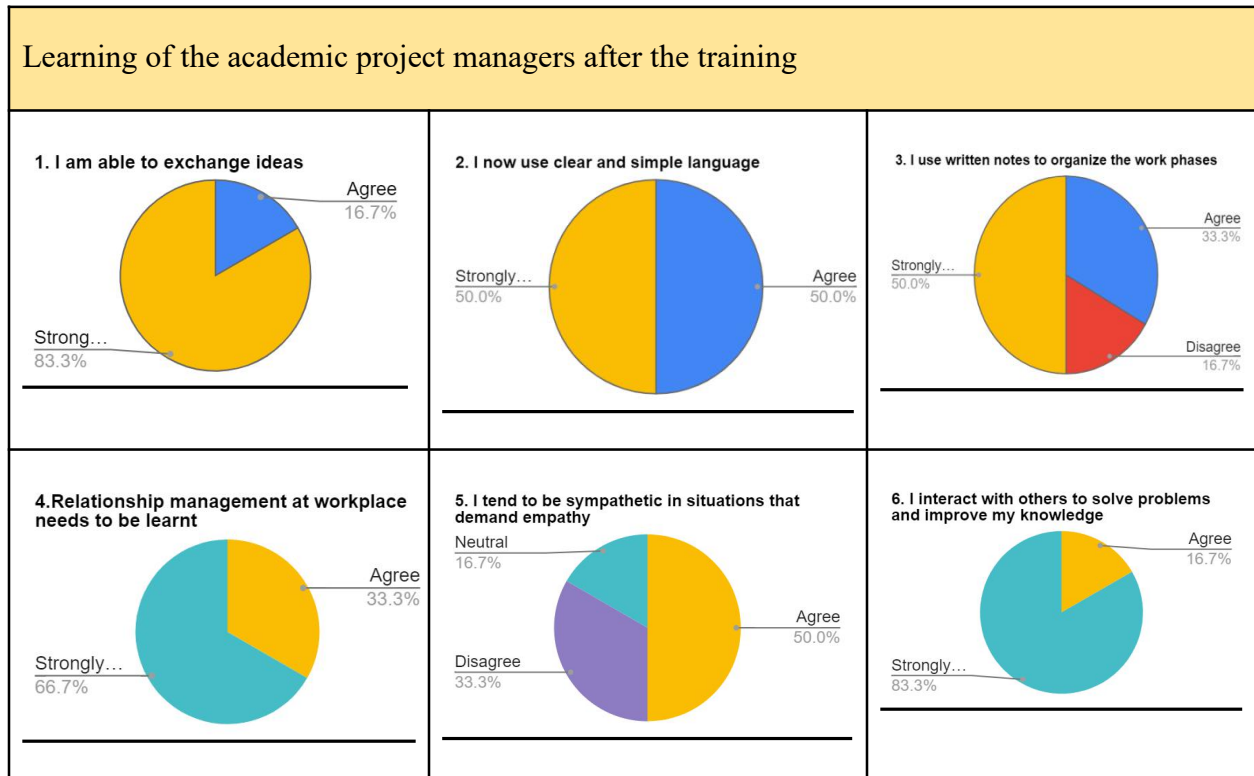
**Results:**

**Table 1 : Showing the reaction of the academic project managers after the training**

Reaction of the Academic project managers after they received training							
<p>What are the 3 emotions based on sessions attended so far?</p> 	<table border="0"> <tr> <td style="background-color: #f4a460; padding: 10px; text-align: center;">Excellent.</td> <td style="background-color: #cccccc; padding: 10px; text-align: center;">Overall training was an excellent.</td> </tr> <tr> <td style="background-color: #ffff00; padding: 10px; text-align: center;">Overall workshops were really helpful to me</td> <td style="background-color: #4a90e2; padding: 10px; text-align: center;">All workshops are very important and useful</td> </tr> <tr> <td style="background-color: #76c73a; padding: 10px; text-align: center;">The workshop was very informative and gave opportunity to learn communication, presentation skills</td> <td style="background-color: #f4a460; padding: 10px; text-align: center;">Session was Excellent</td> </tr> </table>	Excellent.	Overall training was an excellent.	Overall workshops were really helpful to me	All workshops are very important and useful	The workshop was very informative and gave opportunity to learn communication, presentation skills	Session was Excellent
Excellent.	Overall training was an excellent.						
Overall workshops were really helpful to me	All workshops are very important and useful						
The workshop was very informative and gave opportunity to learn communication, presentation skills	Session was Excellent						



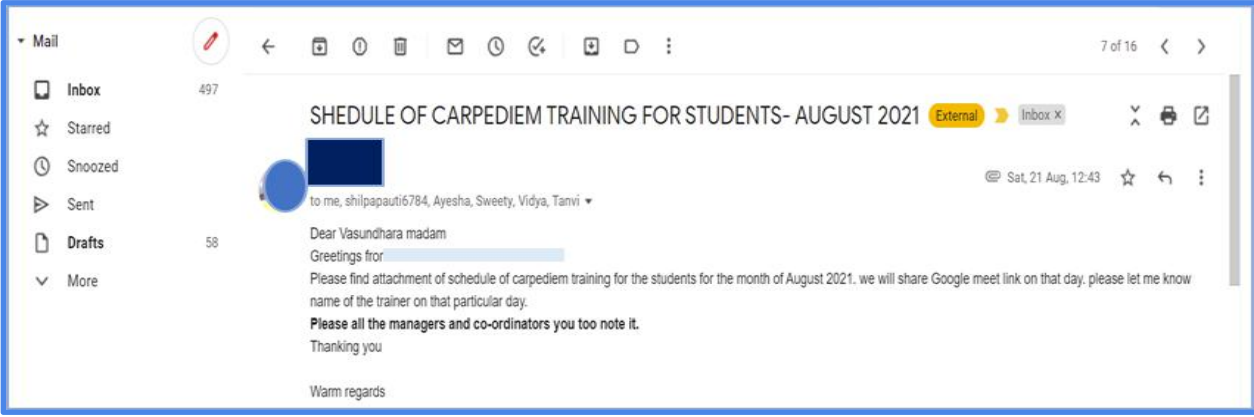


**Table 2 : Showing the learning of the Academic project managers after the training**



Qualitative responses on learning	
<p><b>Since we have completed an introduction to communication, what is your one major takeaway?</b></p> <p>Mostly the responses were effective communication skill with active listening &amp; presentation skills</p>	<p><b>Overall feedback of the workshops and what you look forward to learning in future</b></p> <p>The project managers considered the training important and helpful and in future they want to apply the effective communication and learn more about professional presentation skills</p>

**Table 3: Showing the behaviour of the academic project managers after the training**

Presentations & written communication of the academic project managers	
	
	

**Table 4: Showing the results of Rosenberg Self Esteem Scale and Telra after the training**

Rosenberg Self Esteem Scale	Test of e-Learning Related Attitudes (TeLRA) Scale																												
<p><b>Self-Esteem Score</b></p> <table border="1"> <tr><th>Group</th><th>Score</th></tr> <tr><td>A</td><td>33</td></tr> <tr><td>B</td><td>22</td></tr> <tr><td>C</td><td>35</td></tr> <tr><td>D</td><td>36</td></tr> <tr><td>E</td><td>33</td></tr> <tr><td>F</td><td>34</td></tr> </table>	Group	Score	A	33	B	22	C	35	D	36	E	33	F	34	<p><b>TeLRA -Attitude towards e Learning</b></p> <table border="1"> <tr><th>Group</th><th>Score</th></tr> <tr><td>A</td><td>105</td></tr> <tr><td>B</td><td>92</td></tr> <tr><td>C</td><td>81</td></tr> <tr><td>D</td><td>96</td></tr> <tr><td>E</td><td>94</td></tr> <tr><td>F</td><td>97</td></tr> </table>	Group	Score	A	105	B	92	C	81	D	96	E	94	F	97
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D	96																												
E	94																												
F	97																												

**Discussion-**

“You are your greatest asset. Put your time, effort and money into training, grooming and encouraging your greatest asset”.

Tom Hopkins

The concepts given by Tom Hopkins were rightly picked by the organization whose academic project managers are being trained by us. The project managers received communication skill training and presentation skill training. Kirkpatrick model, probably the best known model for analyzing and evaluating the results of training and educational programs were used to see the effectiveness of the training. It is applicable for any style of training, both informal or formal, to determine aptitude based on four levels criteria.

Level 1 of evaluation is the **Reaction** which depicts what is the participants initial reaction for the particular program or training? How do participants feel instantly after the training? The objective for this level is to evaluate how individuals react to the training model by asking questions that establish the trainees’ thoughts. In the present study, as presented in the result table 1 the participants have documented their reactions as happy, exciting, excellent, helpful, informative and useful.

Level 2 of evaluation is **Learning**. Evaluating at this level is meant to understand the level of expertise of the participant, knowledge and mindset. Analysis at this level is more challenging and time-consuming compared to level one. In the present study, participants were provided with a reflection form to understand their level of learning. The questions in the reflection form were based on the gap analysis given by the organization. 83% reported they are able to exchange ideas, 50% reported that they are able to use simple and clear language, 83% reported that they can better organize their written notes, 67% strongly agree on their relationship building skills, 63% strongly agree for better interaction

skills to seek help from others after the communication training. From the qualitative responses also it was evident that their major takeaway is active listening skill. As they have learnt the basic presentation skills they want to learn advanced skills for presentation.

Level 3 evaluation is on transferring the learning to improve **Behaviour**. At this level the participant's behavior at work after completing the program is evaluated. Assessing the change makes it possible to gauge if the knowledge, mindset and skills developed by the program are being utilized in the workplace. In the present study, after the training program the academic project managers started making presentations using images and other features and their listening skills, speaking and written skills improved. Some of the glimpses of their presentation skill and written communication skill in the form of email are presented in the result table 3.

Level 4 is the final **Result** of the training program. This is the primary goal of the program. This level determines the overall success of the training by measuring factors such as change in the behaviour dimensions and attitude of individuals toward a particular skill. In the present study, the self-esteem scores found through Rosenberg Self Esteem Scale, the self-esteem scores of the academic project managers 84% showed high self-esteem after the training. From the Test of e-learning related attitude (TeLRA) it was found that 17% of the participants showed below average and above average score in their attitude toward e-learning whereas 66% of the participants were at average level.

**Conclusion** - It may be concluded from the given study that professional development has improved the social and technical skills of academic project managers for the social organization.

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# A Study of Student Teacher' Gender Equality Awareness and the necessity for Gender Sensitive Teacher Training

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*A well-educated person is more likely to grow up healthy and have more job prospects. This boosts their chances of producing healthy children while also assisting them in obtaining an education. The outcomes have an impact on future generations when all students, male and female, have equal access to educational opportunities. It starts in the classroom, with the instructor, to provide more equal educational chances for kids. A good teacher treats their students equitably and creates an environment in which they feel equally capable of participating. We must not consider gender as a separate or supplementary piece of work in education programming if we are serious about achieving universal education. Instead, we must approach all of our work through the prism of gender when planning, implementing, monitoring, and assessing it.*

*Awareness raising is a process which helps to facilitate the exchange of ideas, improve mutual understanding and develop competencies and skills necessary for societal change. Gender awareness raising means providing reliable and accessible information to build a better understanding of gender equality as a core value of democratic societies. As a gender-mainstreaming method, gender awareness raising is crucial for integrating a gender perspective into policies, programmes, projects and services that respond to the different needs of women and men. This study attempts to assess the knowledge and awareness among student teachers about gender equality. The study adopted a quantitative research method. It collects primary data by undertaking an online survey with the help of a well-structured questionnaire. The respondents were the student teachers of different Teacher training colleges in Mumbai. The survey attempts to assess their level of awareness regarding A total of 117 respondents participated in the survey. The study reveals that there 55% of the student teachers have good awareness about Gender equality, 37% have average knowledge about gender equality and 11% students have very less awareness about gender equality.*

**Keywords:** Awareness, gender equality, Teacher training, student teachers

## 1.Introduction

“We must not forget that one sex is conditioned for power and the other for powerlessness; that one sex derives advantage from the arrangement and the other, disadvantage” (1983: 98) Dale Spender.

Gender relations are historical, they can be remade in new patterns and the new patterns will advantage and disadvantage particular groups” (Connell, 1987: 138).

Gender awareness raising aims at increasing general sensitivity, understanding and knowledge about gender (in)equality. Gender awareness raising strives to promote and foster a widespread understanding of gender-related issues such as violence against women and the pay gap between men and women. It also seeks to demonstrate how beliefs and norms shape our reality, promote stereotypes, and sustain inequitable institutions. Gender awareness raises women and men's understanding of gender equality, the benefits of a more gender-equal society, and the consequences of gender inequality.

Teachers play a crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign

duties and homework, are important factors in a child's schooling. The following are some of the role of teachers to reinforcing gender equality

Gender stereotypes are perpetuated in every social institution and schools are no exceptions. I think that it is important for teachers to consciously treat their boy and girl students alike and not make remarks or use gender stereotypical illustrations. Whether it is deliberate or unconscious, it is going to make a big damage not only in the lives of the people, but also in the functions of society. Therefore, we need to understand that the teachers need to be agents of change in this situation and direct the society towards progress. Hence the study focuses on how teachers need to be agents of change to form gender neutral society

## **2. Why is Gender equality important?**

Gender equality is an essential principle, ideal, and practise in Human Rights and Social Justice. Men and women are physiologically distinct (as represented in the concept of sex) and may choose to fill certain socially defined roles (which is captured in the concept of gender). Biological and other distinctions between men and women, on the other hand, should not lead to social, cultural, political, or economic inequity or discrimination. Gender equality is based on the following principles:

Gender roles are socially constructed and interchangeable;

- Men and women are equal in front of the law (i.e. they have equal rights and responsibilities);

- Men and women are given equal opportunities to fulfill their potential;

- Men and women share equal potential to learn and develop as persons and members of a community;

- Men and women support one another and cooperate in view of reaching individual and community progress and well being.

## **3. What is the relationship between Gender Equality and other cross-cutting issues?**

We must not consider gender as a separate or supplementary piece of work in education programming if we are serious about achieving universal education. Instead, we must approach all of our work through the prism of gender when planning, implementing, monitoring, and assessing it. Putting on a gender lens is similar to putting on a pair of glasses. We can perceive the participation, needs, and realities of girls and women via one lens of the spectacles. We see the participation, wants, and reality of both boys and men through the eyes of the other. In any scenario, we must see through both eyes to receive the whole picture.

Gender equality should be handled as a cross-cutting issue in education and the curriculum, incorporating and promoting in specific ways in all learning areas/subjects, as well as school and classroom activities.

- Human Rights and citizenship education;
- intercultural education;
- peace education, including constructive management of conflicts;
- education for sustainable development, including environmental education;
- entrepreneurial education;
- health education, including sexual education and HIV and AIDS education;
- consumer education;
- Life skills (that may also be part of the above-mentioned issues).

Cross-cutting concerns emerge as society, the economy, knowledge, and technology evolve. However, addressing cross-cutting concerns in the curriculum does not always need the creation of new learning areas or subjects when new educational demands emerge. Instead, curriculum planners and developers should examine "carrier subjects" for certain themes and approaches to figure out the best ways to include cross-cutting issues into existing curricula.

#### **4. Need and Importance of teachers being the agents of change**

Though, in our system of education, we keep propagating that gender-free education should be overcome, that has not been realised so far. This can be said definitely because our system of education is not 'gender-free'. "Gender-free" education means, no "attention is paid to decide who should get education, who should be admitted to schools, allowed to study certain subjects, and have access to particular educational activities". In our system we talk about all these issues. Education, supposed to be gender free is still gender blind, as it still leads to perpetuate gender stereotypes within the education system. This needs to be taken care of on priority basis and only then we can witness a healthy society.

#### **5. Why is it important that teachers need to play a crucial role in relation to gender issues?**

Teachers are the players who determine whether their students succeed or fail. Students' perspectives and attitudes are shaped by their interpretation of the curriculum, interactions with students, and the way they assign responsibilities and homework. Because our culture is already tainted with gender bias, developing appropriate attitudes in relation to gender characteristics is critical. A teacher can either promote or destroy gender equality in society by preparing students.

Teachers, above all others who impact children in society, have the most influence because pupils look up to them as role models. As a result, they are in a prime position to act as change agents.



Teachers have an impact on education at all levels, from classroom practise to the highest levels of administration. Although the government in power makes the high-level decisions, instructors still have the ability to influence how those decisions are implemented. Teachers are the beginning point and crucial agents of change for societal transformation.

In a class system, education is one of the most important weapons for achieving mobility. Only ongoing mobilization between classes can bring about equality. That is, equality is only attainable when students' adult lives are defined by their own achievements, abilities, and efforts rather than external factors like class, gender, or race. This understanding can be developed and demonstrated by the teachers.

Children should be taught that women need to be educated not for the sake of future generations, but for the sake of the countries to which they belong. They are entitled to an education simply because they are human, and education is a fundamental human right and necessity.

Institutionalization of patriarchy in the various agencies of socialization such as family, school, media, religious, legal, and political institutions allow individuals to become transmitters of gender biases. The school is one place where such institutionalization takes place in a very subtle way.

Only teachers can challenge patriarchy by consciously assisting students in becoming excellent global citizens. The first step is to create an equal-opportunity environment in the classroom. The current scenario in schools regarding gender issues is not only unacceptable, but it also harms the overall personality of children. Many people working in the educational system are still unaware that they are perpetuating gender bias. It's difficult to expect the system they're pushing to be gender neutral when teachers aren't conscious of their own gender prejudiced views and attitudes. Although most teachers claim to believe in gender equality, observations in the classroom show that most do not.

Teachers can definitely improve themselves and others if they are aware of the issue and actively seek to change it. In most cases, gender bias is perpetuated unconsciously and unintentionally. As a result, despite the ubiquitous character of bias, attitudes and behaviours can be changed because it is usually unintentional." History has shown that once people have a critical awareness, they may challenge hegemony. Surprisingly, educational institutions are the venues where students are supposed to acquire democratic ideas by socializing into equal-opportunity partnerships. Demonstration's goal will be met as long as half of the group is labeled as secondary.

## **MATERIAL AND METHODS**

An online survey was conducted using self-administered questions. The survey rendered 117 responses of student teachers in Mumbai. This survey, which was conducted, contained 13 questions with multiple-choice options. All the individuals who answered the survey were informed about the confidentiality of their responses and were also informed about the purpose of conducting this survey. The evaluation of this survey was done electronically.

## RESULTS

Out of 117 responses, 98.3% were females and 1.7% were males. Majority of the respondents were of 18-25 age groups. Respondents included Student teachers of various teacher training colleges in Mumbai.

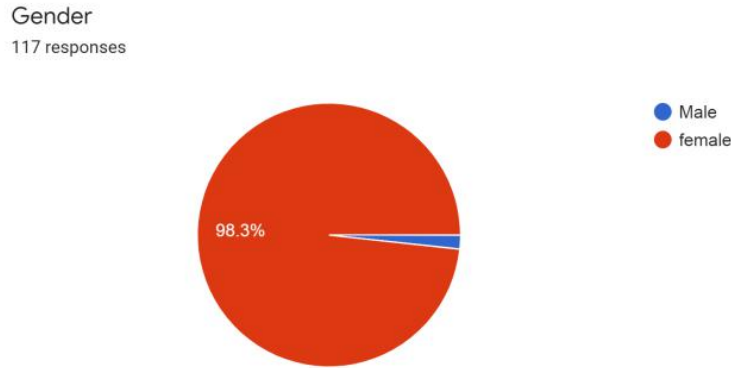


Fig:1

Source: Online Primary Survey by the author, September, 2020.

1.The term gender identity was originally coined by

104 / 116 correct responses

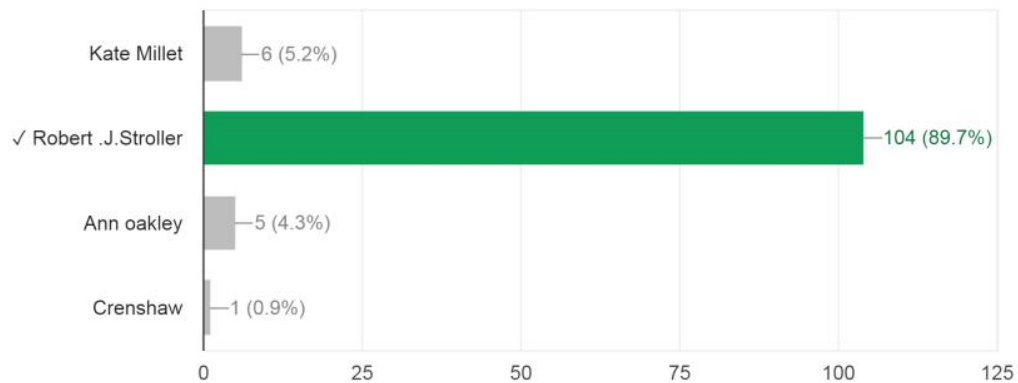


Fig:2

Fig:3

Source: Online Primary Survey by the author, September, 2020.

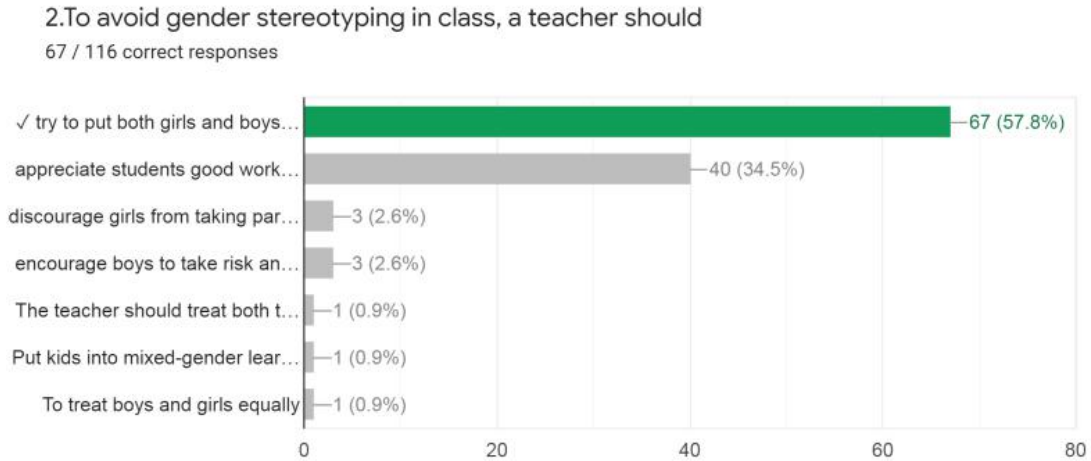


Fig:4

Source: Online Primary Survey by the author, September, 2020.

3.During classroom discussions the teacher pay attention to boys only rather than girls.This is an example of

105 / 116 correct responses

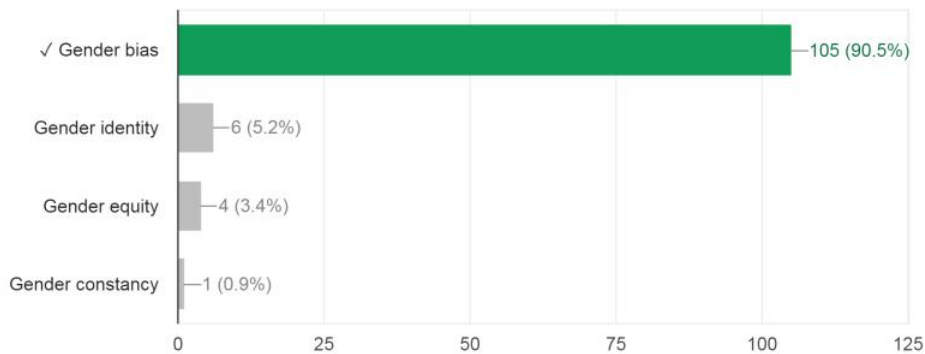
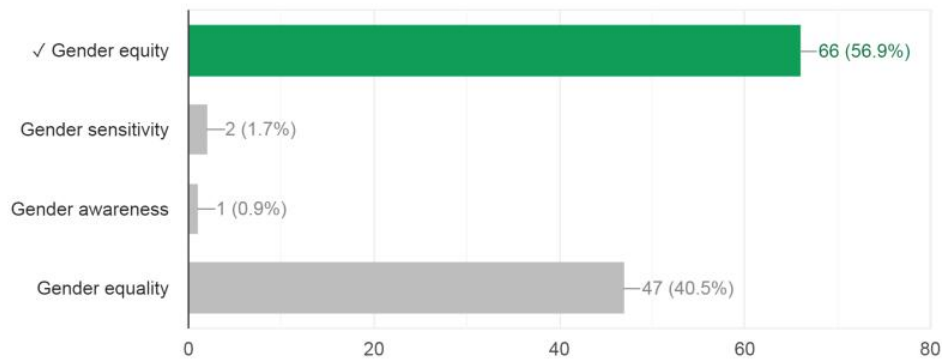


Fig:5

Source: Online Primary Survey by the author, September, 2020.

4.The process of being fair to women and men is also termed as:

66 / 116 correct responses



Source: Online Primary Survey by the author, September, 2020.

Out of total responses 89.7% student teacher's know about the person who coined the term gender identity.57.8% were aware that a teacher should to put both girls and boys in non traditional roles to avoid gender stereotyping in class.90.5% knew that during classroom discussion the teacher pay attention to boys rather than girls is an example of gender bias.56.9% answered the process of being fair to men and women is also termed as gender equity.

5.Inorder to maintain gender equality in the classroom,a teacher should

111 / 116 correct responses

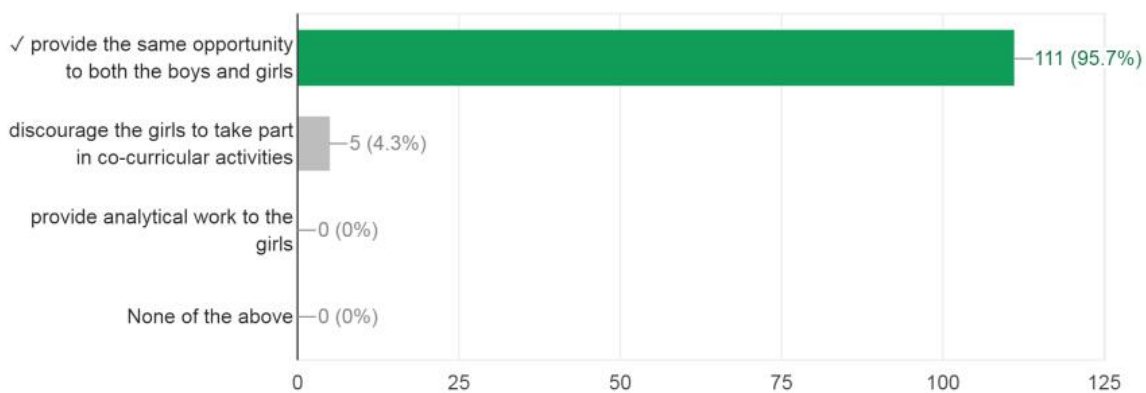


Fig:6

Source: Online Primary Survey by the author, September, 2020.

6. The first stage of development of Gender Constancy is

84 / 116 correct responses

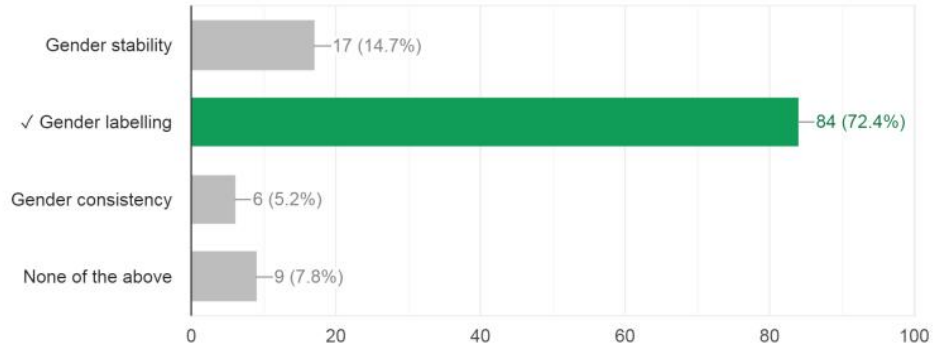


Fig:7

Source: Online Primary Survey by the author, September, 2020.

7.Which of the following is/are the source or forms of gender discrimination? 1.Nutrition,health and leisure II.Education,textbooks, curriculum and teachers III .Family and parents

62 / 116 correct responses

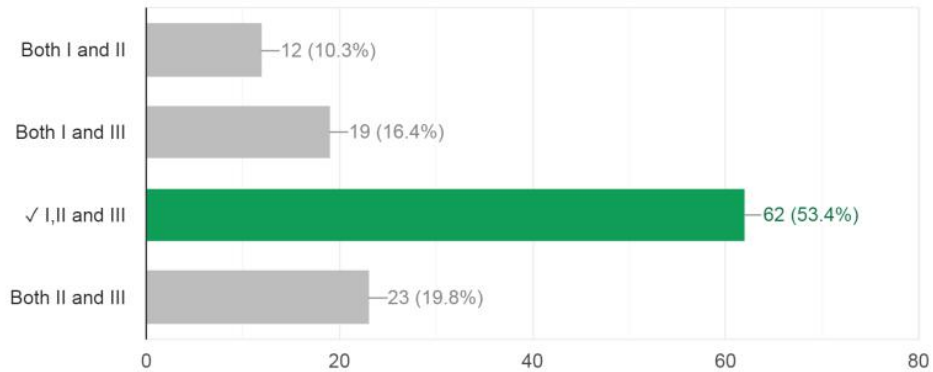


Fig:8

Source: Online Primary Survey by the author, September, 2020.

8.Which of these statements is true regarding 'gender'?

49 / 116 correct responses

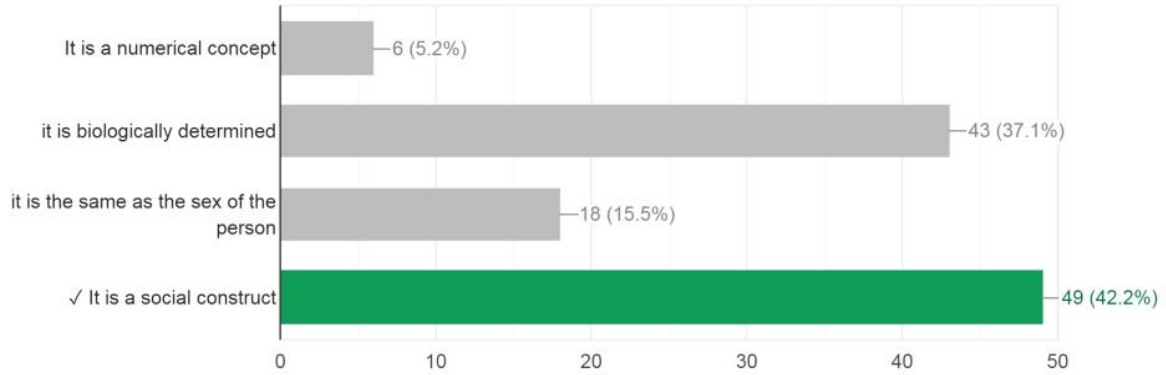


Fig:9

Source: Online Primary Survey by the author, September, 2020.

9. \_\_\_\_\_ act which provides for equal wages to men and women for equalwork.

87 / 116 correct responses

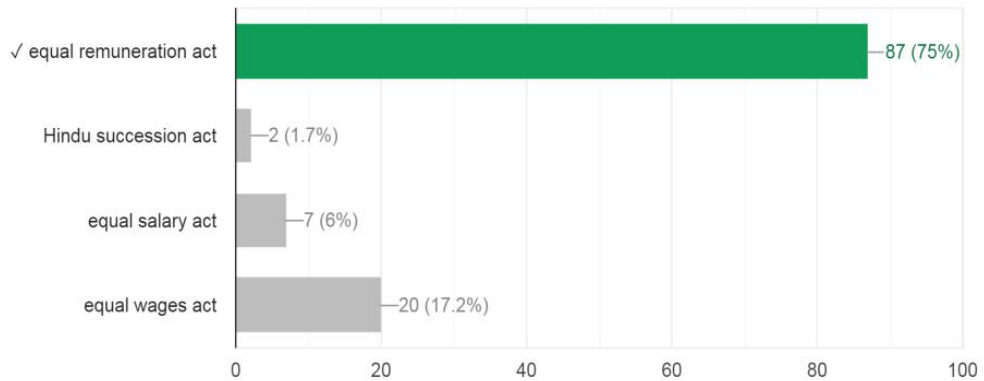


Fig:10

Source: Online Primary Survey by the author, September, 2020.

10.An umbrella term that describes people born with any 30 different variations in sex characteristics including chromosomes,sex,hormones or genitals.

91 / 116 correct responses

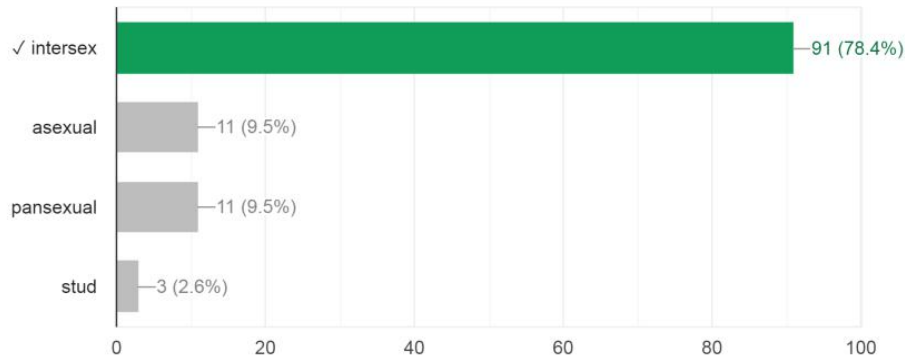


Fig:11

Source: Online Primary Survey by the author, September, 2020.

95.7% of student teacher's were aware that in order to maintain gender equality in the classroom a teacher should provide equal opportunities to both boys and girls.72.4% answered the first stage of development of gender constancy is gender labelling.53.4% were aware of the source of gender discrimination.42.2% agrees that gender is a social construct.75% were aware that equal remuneration acts is the act which provides for equal wages to men and women for equal work.78.4% of the students were aware of the term intersex that describes people born with any thirty different variations in sex characteristics including chromosomes, sex, hormones or genitals.

11.India ranks \_\_\_\_\_out of 175 countries in the world as gender empowerment is concerned.

39 / 116 correct responses

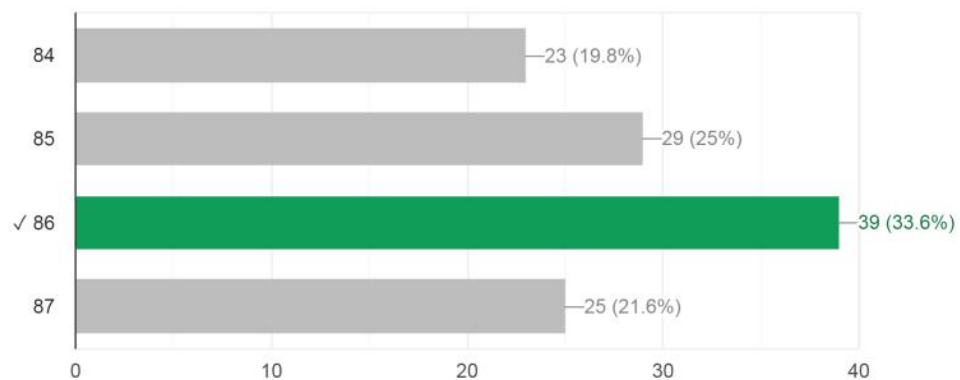


Fig:12

Source: Online Primary Survey by the author, September, 2020.

12. Article\_\_\_\_ of the constitution prohibits any discrimination on the basis of sex.

88 / 116 correct responses

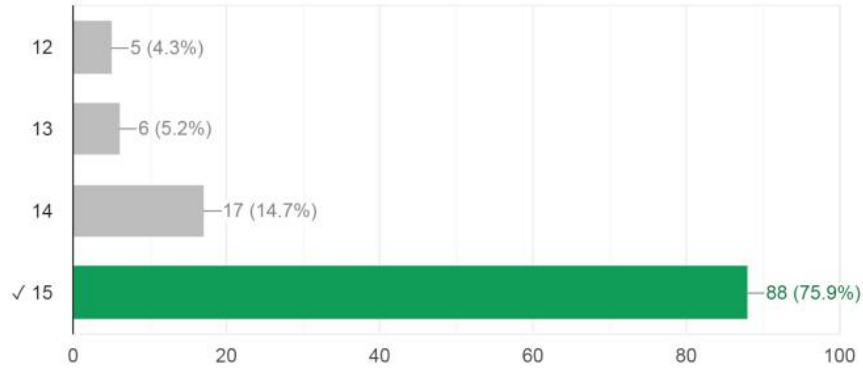


Fig:13

Source: Online Primary Survey by the author, September, 2020.

13.Which five year plan emphasis on women development by constitutional safeguards like property rights,Hindu succession act?

75 / 116 correct responses

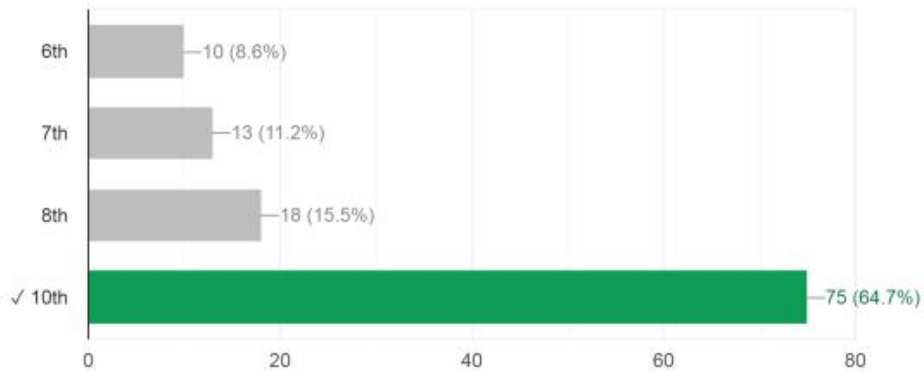


Fig:14

Source: Online Primary Survey by the author, September, 2020.

33.6% knew that India ranks 86 out of 175 countries in the world as gender empowerment.75.9% knew article 15 of the constitution prohibits any discrimination on the basis of sex.68.7% students were aware that 10th five year plan emphasis on women development by constitutional safeguards like property rights, Hindu succession act .



Total	Scores 10-13	Scores 7-9	Scores 5-8	Scores 1-4
117	55	37	14	11

**Table:1 shows the scores of gender equality awareness among student teachers**

## CONCLUSION

It can be concluded that out of 117 ,55%of the student teachers are aware about gender equality ,37% are partially aware and 25 % are least aware of gender equality .So there is a necessity for gender sensitive training and awareness to all the student teacher's as they are the agent's of change. They will be able to disseminate the desired attitude of mutual respect and trust between girls and boys as a result of the training. We all know that teachers might make disparaging statements about either gender's capabilities or qualities "inadvertently," thus we must deal with gender-equal knowledge, attitudes, skills, and approaches.

## SUGGESTIONS

### 1. Instructions for classrooms

Teachers can unintentionally create the perception of gender bias through nonverbal actions. The first step in resolving this issue is to arrange your classroom in such a way that all pupils feel equally valued.

#### **Make some rules.**

It is critical for a teacher to establish a set of principles that promote equality from the start. Making class rules with students is an effective strategy to accomplish this. Request that students come up with ideas for ways to maintain an equal and courteous environment in the classroom. This allows the teacher to point to the rules as something that everyone in the class has agreed on. It's critical to establish standards about treating pupils with respect and treating others with respect.

Gender equality in the classroom is essential. To make gender-sensitive classroom interaction, we must adhere to a few dos and don'ts.

Encourage both boys and females to take on leadership roles in the classroom (perhaps one of each sex). Each classroom should have two monitors, one guy and one girl.

Girls and boys should be addressed and called on equally. Boys and girls should not be separated in basic classes.

For group activities and games, switch up the groupings.

To break down gender boundaries and stereotypes about gender roles, try to 'switch roles.'

Allow both boys and girls to participate in activities such as cleaning, moving furniture, and writing on the chalkboard during a lesson.

### **Equally addressing pupils**

After you've organised your class to encourage equality, the next stage is to think about the consequences of your activities in class. Answering teachers' questions is one of the most important ways for pupils to participate in class. Teachers must call on and converse with both male and female students in a fair manner. Male students are more frequently called upon to speak in class by both male and female teachers, according to research.

### **Use vocabulary that is gender-neutral.**

When referring to a group in English, masculine pronouns are sometimes used. However, this may make female pupils feel excluded. When possible, teachers should utilise gender neutral pronouns. Say “everybody” or “everyone” instead of “guys” or “guys” when referring to a class or group (as is usual in American English).

### **Curriculum and literature that are gender sensitive**

Academic content that includes teachings on gender sensitivity and moral traditions will inadvertently shape the fragile mind's character. Because bias is built in textbooks and courses, it is essential to alter all text reading materials and books to be free of the notion of gender equality. In this regard, our government has begun to take steps to address gender issues, which have been incorporated into the curriculum and textbooks developed by the National Council of Educational Research and Training (NCERT).

- Teachers and teacher educators should examine their syllabuses with the view of incorporating a gender dimension by: including the introductory themes on gender; and by exploring gender issues within some of the topics of existing syllabus.
- Teacher educators themselves be gender sensitive through gender awareness and sensitization programmes.
- Teacher educators and teachers should employ engendered patterns of classroom organisation and interaction, and Teacher educators and teachers should engendered teaching approaches be employed.
- Capacity building centers should be established in all educational regions intended to train teachers and teacher educators in gender-laden education.
- Teachers and teacher educators should : a) conducting workshops, b) introducing engendered classroom organisation and interaction; c) introductory lessons on gender; d) focus on gender issues within the existing syllabus topics; e) introducing gender issues career guidance; f) analyzing gender issues in instructional materials and g) conducting research projects on gender issues.
- Teacher education programmes should be flexible and tailored to the requirements and interests of various target groups and beneficiaries.
- Teachers require not only knowledge, but also attitudes and abilities in order to apply knowledge autonomously, ethically, and competently to solve problems and contribute to transformative action at the school and community levels.

- Teachers should be involved in the selection, design, and implementation of their training activities as much as feasible.
- Trainees should be aware of the objectives of various training activities/sequences, their benefits from such training, and how they might apply their newly gained skills in the workplace.
- Gender Equality principles and good practice should be included in teacher training (i.e., incorporate gender concerns; avoid gender biases, discrimination, and GBV; etc.).

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## Reflections On Career Break For Females: A Case Study In India

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### **ABSTRACT**

*When searching for internships or jobs, what most of us encounter is a special filter for jobs especially for women who are willing to get back into their career, to get financial independence again, and be back on their feet. The reasons for this could be personal or due to a financial crunch. The question which pops is, why leave the job/career in the first place?*

*A career break is generally defined as any time you've been off work for an extended period (of typically more than three months) that has been for any reason other than redundancy. It can cover illness, travel, a sabbatical, having children, caring for relatives, and many other reasons.*

*In India, the situation varies a lot in comparison to western countries. The role of social prejudices, pressure from family, pregnancy and lack of support from the company play a huge role in a woman leaving her job at the prime age of her career, supposedly from 23-35 years.*

*In this paper we have laid down two observations --*

- 1. To study the reasons behind career breaks in the case of females*
- 2. To study the policies for uplifting women who have taken career breaks in different industries.*

**KEYWORDS:** Career break, industries, social prejudices, public policies.

### **INTRODUCTION**

India has one of the lowest female participation rates in the workforce among the developing countries. The country has seen a steady decline over the past two decades. Women in rural areas all over the country have shown a massive churn, a drop by 24% since 1993-1994. Women in India's urban areas saw a marginal decline from 25% to 22.5% during this period. The report also states that from the year 2011-19, women employed in industrial work during this period witnessed a marginal decrease from 19.9% to 19%, whereas, engagement of women in urban areas has increased.

Recent data showed a sharp decline from 2019-20 when women's participation in formal work was almost 23%. The reasons, according to industry experts and economists, include a general dearth of jobs, discrimination against women in a patriarchal society, the lack of a family support system in an environment marked by quarantined living conditions, and employers aiming to reduce the cost of employees by increasing working hours. (Women's workforce participation drops). Due to the pandemic, the worst hit is the working women, even more so, single-working mothers, who had to take a strong hit on their job as well as with the crippling economy of the country, while working hard to ensure good education for their children. Living in a patriarchal society, women working as laborer or

in manufacturing units, the employers are opting for male members as they are able to put in more working hours as compared to women. This notion stems from the fact that most women are handling their houses while managing to work full-time.

The ‘opt-out revolution,’ a term coined by the US media (Belkin, 2003) to describe an apparent trend among college-educated, married, professional women of electing to leave their careers either temporarily or permanently to become full-time mothers.

A minor detail to look at is that majority of the rural population has women who work on their lands as farmers or works in production houses, manufacturing units, as maids in someone else’s homes, etc. but are not a part of this data as such small works are not considered to be part of the growth index or as we knew it as the GDP of the country. Unfortunately for us, all such householdwork still works even if not counted for in the economy of the country.

### **POLICIES AND ACTS ENACTED FOR WOMEN ON CAREER BREAK MATERNITY BENEFIT ACT, 1961**

The Maternity Benefit Act, 1961 is legislation that was enacted to protect the employment-related interests of women during their maternity, by providing full wages during their absence from work during their maternity or during the period of aftercare. The act holds its applicability in factories, mines, plantations and all the government organizations and even to any commercial establishment where more than 10 people are appointed.

The following act was enacted to ensure that society follows the idea of equity, as women need special care and rest during certain situations and to see that a woman's career is not at stake due to her maternity. As an educated and gender-neutral society leading towards development and growth, it becomes our sole duty to create a system of balance and ensure that maternity should not act as a hindrance to the personal growth of females in their careers and they are forced to take a backseat.

Although different states in the Union of India have amended these policies as per their societal conditions and needs, the aim and the objective remain the same. Recently, in 2017 the above-laid legislation was amended and then further enacted where in the amendment proposed a new idea to introduce Crèche Facilities as well.

### **OBSERVATIONS**

Through the above scenarios of two different states of India a state of comparison can be drawn along with certain observations. Although both the states adopted the Maternity Benefit Act but still, they differ in its implication and success.

On one hand we have Bihar, where the literacy rate is low as compared to Kerala and the majority of people are engaged in the primary working sector. On the contrary in Kerala, we have a high literacy rate and the majority of people here are engaged in the tertiary working sector.

This draws our attention that the states where the working sector for women is majorly constituted in the tertiary or the secondary sector with skilled workers, the aim of the act proposed is achieved, whereas

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women working in the primary sector or the secondary sector with unskilled workers still lack in the effective implementation of the act.

Another observation that can be drawn from the above cases is that the implementation of the act still limits itself to the Government employees, although Kerala did become the first state in the country to extend the perspective of this act by giving its benefits even to the female employees including the teachers of unaided private educational institutions under the umbrella of Maternity Benefit Act, 1961.

### **LOOPHOLES IN MATERNITY BENEFIT ACT**

The main objective of The Maternity Benefit Act, 1961 (herein, referred to as the Act), was to provide maternity leaves for a specific period of time before and after the delivery of the child for more than ten women in a specific organisation. The specific nature of this act is the biggest criticism as it does not include the “unorganised sector” in the preamble of the Act.

This Act only benefits a minority section of the working class of women which are employed in the mines, plantations, or where persons are employed for the exhibition of equestrian, acrobatic and other performances by the Central or the State government. Thus, ignoring the other major sectors in India such as the women farmers, daily-wage labourers, manual labourers, women in other corporations such as MNC's, etc. Although women in bigger corporations are covered under the Employees State Insurance Act, 1948 or other such act falling in the ambit of their sector (central or state). Women workers in the unorganized sector include agricultural labourers, seasonal workers, domestic workers or construction workers. They often work in unstructured conditions, and may have multiple employers. Due to such employment conditions, they may not be able to prove eligibility under the 1961 Act such as continuous employment for a period of 80 days in the one year prior to the date of delivery. Currently, such women may claim maternity benefits under the Indira Gandhi Matritva Sahyog Yojana, a conditional cash transfer scheme.

Furthermore, the private institutions of other sectors are not included in this act which limits the scope of this act.

S.4 of the act talks about the “health” of the pregnant woman, although the definition of the word, “health” has not been provided in the definitions clause of the act. “Health” mentioned here can be understood as only the physical one thus not talking about the mental, emotional well-being of the pregnant woman. Studies in the mental health of pregnant women have been booming with the common outcome that depression, anxiety and other mental disorders seem to plague the pregnant woman and it directly affects the childbirth and post-delivery health of the woman. Maternal mental health has also been recognised by the WHO.

There are also inconsistencies in the nature of ‘wages.’ The wages as per the act provides for the wages to be paid on average daily wage in relation to the amount of work the pregnant woman has worked or one rupee a day, whichever is higher. The issue with this is that this method of calculating daily wages does not include the inflation in the economy during the time period the pregnant woman is on her maternity leave, or any amendments in the act, or change in policies of the place the woman is working

in. Further, the wages are provided on a monthly basis and are not sufficient to maintain the family for the duration of the maternity leave, especially if the pregnant woman is a single mother.

### **SUGGESTIONS**

Formation of a central act inclusive of all sectors of working-class women, the major loophole observed in the act was that it had a limited scope of application. This loophole may be rectified with ensuring that the benefits of the act are not limited to working women in one area but is inclusive of every working woman irrespective of their position or working sector or their religion, caste and creed.

This principle also goes in accordance with our Fundamental Rights granted under Part-III of the Indian Constitution. As Article 14-16 of the Constitution clearly lays that how the state has to maintain equality within its citizens without any discrimination. As these sections clearly summarise its essence towards how the state should not discriminate while providing equality among citizens along with equality in opportunities.

In the above act the equality of opportunities for working women of different classes or of different sectors they are working in is violated, to increase the applicability and provide efficient functioning of the act it should be ensured that we don't limit its scope in any manner.

Uniform Civil Code (UCC) for this act. The idea of UCC can be defined as 'Common Law for Common Land'. This principle focuses on how there should be prevalence of common laws in common land as through objective it would be ensured that there are same laws prevalent in the society irrespective of any irregularities caused due to caste, creed, religion, gender etc.

If the objective of UCC is adopted under the Maternity Benefit Act then it would be ensured that the implementation of the act in every state and within the community of working women would be the same.

Surveys to be conducted every year for a common database. Database to be made under every state which must include all sectors working class women along with their number of children. Such a database must be on the basis of Aadhar verification. This would ensure regular updating without any irregularities or ambiguity in the data available and it will be in accordance with the database.

The organisations should not limit the availability of the benefits solely on the basis of medical proofs or the bills instead they should have a wider scope of lens for their evaluation process. India as a country still follows several other methods for child birth such as having midwives and does not necessarily visit doctors or hospitals for the same. Apart from the medical bills the organizations can ask for Birth Certificates of the child born.

Birth Certificates are an identity proof for a child and are necessary in nature irrespective of the fact that how the child is born. Henceforth, if the organizations can adopt the verification of these proofs for granting benefits of maternity act, it would act as an effective measure of evaluation.

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## **IMPLEMENTATION OF THE SUGGESTIONS**

### **ON PANCHAYAT LEVEL:**

There can be collection of children born to women or still birth, or number of children of a family for such collection for the database. Further, the local hospitals, clinics run by private doctors can help in such collection of data; if the pregnant woman does not go to the hospital and prefers to go to a midwife, even then, there can be recognition of such data.

The panchayat has the duty of the village and meet its requirements. It has the exclusive power to administer the matters enumerated in the Third Schedule of Indian Constitution. It prepares and implements the scheme relating to economic development and social justice.

Panchayat shall also have powers to enhance employment facilities and to undertake developmental activities and to start manpower banks, under the leadership of the village panchayats. It ensures availability of resources and provide necessary financial, technical and other assistance to the village panchayats to enable them to discharge their functions. The village Panchayat shall administer the institutions and schemes transferred to it, subject to the guidelines and technical assistance of the Government and in accordance with the state and national policies.

### **ON STATE LEVEL:**

The state government can provide incentives to pregnant woman and their families after childbirth or in cases of miscarriage or still birth of the child. Further, the state can also provide for basic amenities in the hospital for pregnant women which can include but not limited to free tests, ultrasounds every trimester, free delivery in cases of normal labor, post-delivery care and tests, etc.

Furthermore, the state can also provide the low-income classes with further incentives for the future upbringing of the child.

### **ON CENTRAL LEVEL:**

The central government can collaborate and cooperate with the government at the state level while collecting and maintaining a record from the databases as mentioned in the suggestions.

The Maternity Benefit Act, aims at providing an egalitarian society due to which it becomes necessary and primary duty of the central government to ensure necessary amendments in the act as per the changing times and needs. Therefore, ensuring that the act does not lose its relevance with the changing times.

In a similar nature it may be derived that what is the importance of the act in the society, due to which the central government shall add this act while addressing the issue in the Union List of the country.

## **CONCLUSION**

The author through this paper wanted to draw the attention of the readers towards the most relevant issue in today's scenario but how it remains silent in nature. It is often observed that no matter how well a woman is earning but still is expected to perform the duties for household, she is expected to put her



career on a hold. The authors chose The Maternity Benefit Act,1961 for this paper as it is a sad reality of our egalitarian society that how we conveniently never address the issue of ‘Career Breaks’ while talking about Gender Equality. This was one of the legislations which at least gave a glimpse of the issue.

Through this paper the author hope that it would act as an eye opener for how gender equality is not only about equal opportunities but is also about getting equal access to grab such opportunities without any unnecessary burden of expectations.

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# Perception Of Youth On Gender Power Dynamics In Domestic And Workplace

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## ABSTRACT

*Welfare state policies have an impact on how work and domestic commitments are combined thereby affecting gender equality. An individual spends most of their time at home and workplace. Equality in the state will only be achieved if the citizens of the state too share the same mindset. Gender equality in domestic and workplace is one of the critical steps towards achieving this goal. This paper examines the perception of youth on the power dynamics in different aspects of home and workplace thereby understanding the equality status in the same.*

## INTRODUCTION

Power dynamics play a key role in development of social and civic conditions of the state. While most organizations genuinely want to promote gender balance and remove biases against sexual minorities; the experiences, struggles and doubt therein have remained undisclosed. According to the Global Gender Gap Report 2020, it will take another 100 years to achieve gender equality based on the current rate of progress. This prediction has been widely used a shock therapy to push governments, NGOs, associations, investors and companies into action. In the face of the Covid-19 pandemic and economic crisis, efforts will have to be doubled if we are to avoid losing another 10 years to achieve gender equality. Based on past experiences, economic slowdowns have disproportionately affected women at large. On a brighter side, this has triggered gender equality topics to slip down governmental and corporate agendas. Women represent 39% of the global workforce but are also accounted for 54% of job losses as of May 2020. In 2020, the discourse has shifted significantly from a focus on gender diversity to inclusion. However, the lack of data on the other diversity indicators and how they intersect with gender has made it difficult for companies and investors to measure their performance and consistently identify gaps in the domain. As a result, most large scale corporate and financial initiatives tend to still focus on mainstream gender metrics.

Gender involves differences in power, both “*power to* and *power over.*” The concept of *power to* encompasses legal and informal rights, access to resources, and pursuit of knowledge and personal goals and cuts across most domains of human functioning, including familial, cultural and institutional domains. *Power over* refers to control over societal and household resources and decisions, cultural and religious ideology, and one’s own and others’ bodies. Importantly, men tend to have greater power than women and, in some domains, even have power *over* women. As per the report of National Family Health Survey (NFHS3), India 2005-2006, women age 15-49 are about half as likely as men in the same age group to be employed: 43% vs 87%. Even with controls for education, age, and wealth, marriage is negatively associated with a woman’s likelihood of being employed and is positively associated with a man’s likelihood of being employed.

With each subsequent generation battling rigid gender stereotypes and demanding change in their own way. Over the decades, the focus has shifted over and across several milestones in Indian history: from the abolition of patriarchal customs like Sati and reforming rigid inheritance laws to the demand for equal wages and political representation for women. “If we are negotiating bias-free workplaces and stricter laws against sexual harassment today, its because our predecessors fought the battle that won us the right to work in the first place,” says Nandita Kalwatia, a Ph.D. candidate in Gender Studies at SOAS, London. “And yet while our objectives may have evolved and diversified, several core issues still remain the same.”

**OBJECTIVE**

1. To study the perception of men and women on power dynamics at domestic level.
2. To compare the perception of men and women on power dynamics at domestic level.
3. To study the perception of men and women on power dynamics at workplace.
4. To compare the perception of men and women on power dynamics at workplace.

**HYPOTHESIS**

1. There is no significant difference in the perception of men and women on power dynamics at domestic level.
2. There is no significant difference in the perception of men and women on power dynamics at workplace.

**RESEARCH METHODOLOGY**

A quantitative survey was conducted among the people belonging to the age of 17-55. A validated questionnaire with two options namely, “yes” and “no” (except for three questions), was made to understand the perception of youth on the power dynamics of the two genders in domestic and workplace. The data was collected from 115 people (76 respondents were women and 39 respondents were men), through Simple Random sampling technique. The questions asked were mainly divided into two domains- Domestic & Workplace, they are as follows:

	Domestic	Workplace
1.	Percentage of your share in doing the household chores.	What is your current employment status?
2.	Are you made to feel guilty for not doing domestic work?	Does your workplace have a male dominated population?
3.	Are you made to feel guilty for giving more importance to your career than home?	Gender of your current boss?

4.	Do you have a say in the financial decision-making discussions done in your family?	Would you mind if you had a female boss?
5.	Do you think financial independence is important for women?	Do you think that the female employees are often paid less than the male employees? (For the same job profile)
6.	Do you think a woman should tolerate domestic violence in order to keep her family intact?	Do you think your opinions are not considered at workplace due to your gender?
7.	Do you experience an unfair treatment in your family due to your gender?	Do you think you are denied promotion due to your gender?
8.	Would you feel ashamed if your spouse earned more than you?	Do you experience an unfair treatment in your workplace due to your gender?
9.	Do you face expectations to leave your job in order to devote more time at home?	Do you feel safe in your workplace?
10.	Do you receive appreciation for doing household chores?	Do you receive appreciation for your work at your workplace?
11.	Do you think there is gender equality in your home?	Do you think there is gender equality in your workplace?

## DATA ANALYSIS

### Domestic

1.	Percentage of your share in doing the household chores.	<b>100% share</b>	<b>50% share</b>	<b>25% share</b>	<b>Negligible share</b>
	Men	7%	35.5%	53.8%	2.56%
	Women	21%	46%	17.1%	15.7%

		<i>MEN</i>		<i>WOMEN</i>	
		<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
2.	Are you made to feel guilty for not doing domestic work?	29%	71%	61.8%	38.1%
3.	Are you made to feel guilty for giving more importance to your career than home?	14%	86%	14.4%	85.5%
4.	Do you have a say in the financial decision-making done in your family?	20.5%	79.5%	86.8%	13.1%
5.	Do you think financial independence is important for women?	100%	0	100%	0
6.	Do you think a woman should tolerate domestic violence in order to keep her family intact?	7.69%	92.31%	3.94%	96%
7.	Do you experience an unfair treatment in your family due to your gender?	7.69%	92.31%	26.3%	73.6%
8.	Would you feel ashamed if your spouse earned more than you?	2.5%	97.5%	2.63%	97.3%
9.	Do you face expectations to leave your job in order to devote more time at home?	15%	85%	17.10%	82.8%
10.	Do you receive appreciation for doing household chores?	71.7%	28.2%	79%	21%
11.	Do you think there is gender equality in your home?	82%	18%	67.1%	32.8%

**Workplace**

1.	What is your current employment status?	<b>Employed</b>	<b>Unemployed</b>	<b>Entrepreneur</b>
	Men	59%	35%	5.12%
	Women	56%	42.1%	1.31%

2.	Does your workplace have a male dominated population?	<b>YES</b>	<b>NO</b>	<b>Not Applicable</b>
	Men	20.5%	51.2%	28.3%
	Women	13.15%	63.15%	23.68%

3.	Gender of your current boss?	<b>Male boss</b>	<b>Female boss</b>	<b>Not Applicable</b>
	Men	33.3%	30.7%	35.85
	Women	37%	25%	38%

		<i>MEN</i>		<i>WOMEN</i>	
		<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
4.	Would you mind if you had a female boss?	2.5%	97.5%	1.31%	98.6%
5.	Do you think that the female employees are often paid less than the male employees? (for the same job profile)	23%	77%	46%	53.9%
6.	Do you think your opinions are not considered at workplace due to your	5.12%	94.8%	93%	6.5%

	gender?				
7.	Do you think you are denied promotion due to your gender?	5.12%	94.8%	7.89%	92.1%
8.	Do you experience an unfair treatment in your workplace due to your gender?	7.69%	92.3%	7.89%	92.1%
9.	Do you feel safe in your workplace?	97.5%	2.5%	97.3%	2.63%
10.	Do you receive appreciation for your work at your workplace?	84.6%	15.3%	92.1%	7.89%
11.	Do you think there is gender equality in your workplace?	87.1%	12.8%	86.8%	13.1%

## DATA INTERPRETATION AND DISCUSSIONS

As per this survey, the responses can be interpreted as follows: -

1. Majority share of the household chores is done by women than men.
2. As compared to men, women are often made to feel guilty for not doing domestic work.
3. Both, men and women, are not made to feel guilty for giving more importance to their career than home.
4. Majority of the women have a say in the financial decision making done in their home as compared to men.
5. Both, men and women think that financial independence is important for women.
6. Majority of the men and women are against the idea of women tolerating domestic violence to keep her family intact.
7. Majority of both men and women admitted that they have not experienced an unfair treatment in their family due to their gender.
8. Majority of both men and women said they would not feel ashamed if their spouse earned more than them.
9. Majority of both men and women said that they do not face expectations to leave their job in order to devote more time at home.
10. Majority of both men and women said that they receive appreciation for doing household chores.
11. Majority of both men and women accepted that there is gender equality in their home.
12. Majority of the men are employed or are entrepreneurs as compared to women.
13. Both, men and women do not have a male dominated population at their workplace.
14. Most men and women have a male boss.
15. Majority of both men and women would not mind if they had a female boss.
16. Majority of both men and women disagree on the statement that the female employees are often paid less than the male employees (for the same job profile).
17. As compared to men majority of the women think that their opinions are not considered at workplace due to their gender.

18. Both men and women feel that they are not denied promotion due to their gender.
19. Majority of both men and women denied experiencing any unfair treatment in their workplace due to their gender.
20. Both men and women accepted that they receive appreciation for their work at their workplace.
21. Both men and women accepted that there is gender equality in their workplace.

Hence, both the null hypothesis is accepted. There is no significant difference in the perception of men and women on power dynamics at domestic level. There is no significant difference in the perception of men and women on power dynamics at workplace.

## CONCLUSIONS

Since time immemorial, our society has perceived women as “care-givers” and men as “bread winners.” Women are often seen to be at a receiving end of inequality in education, work, sharing domestic responsibilities, respect, decision making and freedom. They thereby experience an uneven and unfair shift in the power dynamic. The major cause of the many miseries of women were the perception and mindset of the people in the society.

However, through this survey it was seen that the youth today, has a brighter and a more equality-based perception of gender, their rights and duties, at both, domestic and workplace. It is fair to say that the perception of youth towards gender equality has improved over the years. The youth today, is more welcoming and accepting of the idea of sharing a balanced power dynamic among the two genders. While the scenarios of gender equality have improved significantly at both, the domestic and workplace, it still needs an upliftment in certain spheres, like sharing the household chores, consideration of opinions and leadership roles.

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## A study of Gender variations in the science of wellbeing

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### **Abstract:**

*A quantitative study was conducted on graduate students to examine the well-being among them. A survey was adapted using an online questionnaire. The Students (N=70) responded to an online survey assessing the following domains often linked to overall personality, overall life experience, achievements, influence of people on people, self-esteem and self-worth, stresses of life.*

*Key Words: Mental Health, Gender, Wellbeing*

The COVID-19 pandemic has had a detrimental influence on people's life as a result of the long-term pandemic scenario and onerous measures such as lockdown and stay-at-home orders. Students, regardless of their age group, are one of the most affected groups of people. Students in higher education are under a distinct set of stress due to online classes, project completion, internships, and a variety of other academic and non-academic activities. In addition to academic activities, they had to do a number of co-curricular activities online such as taking part in competitions for cultural events, online interviews, projects etc. Apart from the student- hood challenges, they have been undergoing the stressors of daily life, emerging from the pandemic. All these life experiences have put mental health at risk in every individual, especially the student community.

Mental health refers to our psychological, emotional, and social well-being, and it has an impact on a wide range of functions. The World Health Organization refers to mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (World Health Organization, 2004). The quality of our mental health and well-being has an impact on how we feel, think, act, manage with stress, interact with others, and make decisions. Several variables can have an impact on our mental health, including:

- biological factors such as brain chemistry or heredity
- lifestyle factors such as physical activity and nutritional choices
- mental health history in the family
- structural variables including living conditions, economic resources, work, education, and the absence of violence and prejudice

Mental health can change over time, and these factors play into that change. There are also times when unforeseen events— like a diagnosis of a chronic illness or a sudden passing of a loved one— can affect your mental health adversely. The pandemic has shown an unforeseen life experience to every individual which has taken a big toll on everyone. In higher education, student mental health has

become a growing problem. The COVID-19 pandemic has pushed this vulnerable demographic back into the spotlight. Taking care of one's mental health and well-being is important for a variety of reasons, including the following:

- It assists oneself in managing and coping with stress and adversity.
- It also enables one to form healthy interpersonal and communal relationships.
- It promotes productivity, whether for work, sports, creative pursuits, or caregiving.
- It keeps everyone physically healthy— mental health can affect one's physical health.
- It lets one to realize full potential.

### **Objectives of the study**

The present study focuses on gender variation in mental health among the graduate students, from arts and science backgrounds.

### **Methods:**

The researcher conducted a survey using google form where 75 participants were asked to express their viewpoints. Participants were informed about the voluntary participation prior to filing the forms. The participants were informed about the background of the involved researcher and about the motive/objective of the survey. The participation was completely voluntary and no intervention of any kind from the researchers conducting the study was involved. The responses were marked as Strongly agree, agree, neutral, disagree, strongly disagree. The domain items are linked to overall personality, overall life experience, achievements, influence of people on people, self-esteem and self-worth, stresses of life.

### **Review of Related Literature**

Terrence and Belinda (2013) did a critical analysis on gender and mental health and concluded that women and men respond to stress in different ways, but most do not. Their study show that women and men respond to stressors with higher levels of emotional distress, substance abuse, and antisocial behavior.

Savita and Ruchita ( 2015) studied gender as a critical determinant of mental health and mental illness. The patterns of psychological distress and psychiatric disorder among women are different from those seen among men. Women have a higher mean level of internalizing disorders while men show a higher mean level of externalizing disorders. Gender differences occur particularly in the rates of common mental disorders wherein women predominate. Differences between genders have been reported in the age of onset of symptoms, clinical features, frequency of psychotic symptoms, course, social adjustment, and long-term outcome of severe mental disorders. Women who abuse alcohol or drugs are more likely to attribute their drinking to a traumatic event or a stressor and are more likely to have been sexually or physically abused than other women. Girls from nuclear families and women married at a

very young age are at a higher risk for attempted suicide and self-harm. Social factors and gender specific factors determine the prevalence and course of mental disorders in female sufferers.

Matud , Marisela , and Demelza ( 2019) examine the relevance of gender to the psychological well-being of adult individuals. A cross-sectional study with a sample of 1700 men and 1700 women from the general Spanish population was conducted. The study found that men scored higher than women in self-acceptance and autonomy, and women scored higher than men in personal growth and positive relations with others. The study arrived at a conclusion that adherence to traditional gender roles is relevant to the psychological well-being of women and men, and women and men whose self-concept includes both masculine-instrumental and feminine-expressive characteristics have greater well-being.

According to WHO (2020) reports gender is a critical determinant of mental health and mental illness. The morbidity associated with mental illness has received substantially more attention than the gender specific determinants and mechanisms that promote and protect mental health and foster resilience to stress and adversity. Gender differences occur particularly in the rates of common mental disorders - depression, anxiety and somatic complaints. These disorders, in which women predominate, affect approximately 1 in 3 people in the community and constitute a serious public health problem. Unipolar depression, predicted to be the second leading cause of global disability burden by 2020, is twice as common in women.

Daniëlle et.al.(2021) carried out a review on similarities and differences of mental health in women and men: a systematic review of findings in three large German cohorts. They underline the importance of focusing on sex specific approaches in mental health research and in the development of prevention measures. The researchers found that current research on mental health still lacks focus on gender aspects. Therefore, an increased focus on sex and gender in mental health research is of great importance

A closer analysis of the literature shows that there are many researches which have been carried out in recent times on gender various in mental health and wellbeing. There are hardly any studies conducted among the students on their mental health issues. There are various scholarly articles and reviews which highlight various mental health issues and importance of research in this area. Hence the researcher decided to conduct a research in this area.

## **Results and Discussion.**

The researcher used percentage and graphical representation to understand the response of the participants. The analysis of the data shows the following results: There were 10 items in the questionnaire apart from the demographic details of the participants. Each of the items were marked against 5-point scale ranging from strongly agree to disagree. Each of the items had a 'neutral' response which ensured the freedom for the participants to express their views without any prejudice.

Figure -1

1. I like most parts of my personality.

69 responses

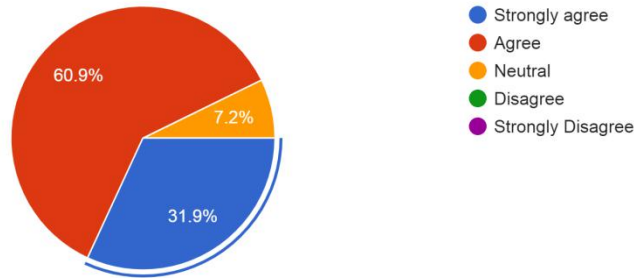
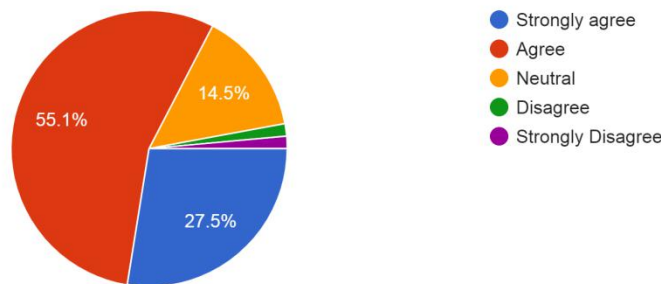


Figure -2

2. When I look at the story of my life, I am pleased with how things have turned out so far.

69 responses



The figure 1 indicates the response of the participants which shows their attitude towards life. The response shows that 92.8 % of the participants like themselves either strongly or without any doubts. 77.9% of female participants and 17.6% male participants like themselves. 7.2% of the participants hold a neutral attitude towards their affinity towards themselves. 5% of females and 7.7% males do not have self-approval. This indicates a gender variation in self-approval.

The figure 2 indicates the satisfaction level of the participants towards their life journey. A total of 82.5 % of the participants express that they are pleased with their life journey. The analysis also indicates that 17% of the participants are not pleased with their life journey.12% of females and 5% of the males are not pleased with their life journey.

There are items in the questionnaire which indicate the reasons for dissatisfaction. 36% of people are unhappy about their achievements in life. A further analysis shows that females are unhappier about their achievements than men. 45% of students get influenced by others' opinions. The female participants are the majority who get influenced by others more than the male students. This indicates when people are highly influenced by others in their decision making process, it may lead to unpleasant experiences or unhappiness. There are 33% of participants reported to have confidence in themselves in their own opinion and views. 71% of participants find it difficult to cope up with the daily stressors. 8.7 % clearly opined that they cannot manage the responsibilities of life and again another 18% of participants responded that they cannot take charge of their life events.

From the study it is very evident that there are gender variations in mental health. Female students are more vulnerable in mental health issues, however the ratios of the males who are showing their unhappiness towards their life, achievements and influence of people are also alarming. The proportion of participants who cannot take the daily stressors are also not negligible.

## Conclusion

Mental health has become major public health concerns affecting quality of life, work productivity and life expectancy of a large proportion of the general population. It largely depends on the energy threshold of an individual. A healthy human resource forms the base of a successful nation. A welfare state cannot be a distant goal without a healthy individual and society. The students form the future citizen of the country; hence developing a fully functional individual with sound mental health is inevitable for any nation.

The study necessitates the importance of mental health and wellbeing practices within the educational institutions. It is very important that students are adequately exposed to various therapy and counselling sessions. They should be educated on the importance of accepting the failure and various adversities of life with more courage and confidence.

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# Africana Womanism And Women Empowerment: A Philosophical Overview

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## ABSTRACT

*This paper explores and analyses Africana womanism presented by Clenora Hudson weems. Africana Womanism is an authentic theoretical concept designed for all women of African descent. It is family centered, rather than female centered, and advocates race empowerment, rather than female empowerment. It, then, appropriately prioritizes race, class and gender, as Black men and women have the ultimate responsibility of securing family survival and thus, cannot afford the luxury of gender exclusivity when the whole race is at risk. Africana womanism is a term coined in the late 1980s by Clenora Hudson-Weems intended as an ideology applicable to all women of African descent. It is grounded in African culture and Afrocentrism and focuses on the experiences, struggles, needs, and desires of Africana women of the African diaspora. It distinguishes itself from feminism, or Alice Walker's womanism. Africana womanism pays more attention to and focuses more on the realities and the injustices in society in regard to race. African men and women do not accept the ideology of feminism. Africana woman does not see the man as her primary enemy as does the white feminist, who is carrying out an age-old battle with her white male counterpart for subjugating her as his property. Africana men have never had the same institutionalized power to oppress Africana women as white men have had to oppress white women. Africana womanist ideology contributes to Afrocentric discourse. Africana womanism fundamental foundation is built on traditional Africana philosophy and values and on Afrocentric theories: Some of the traditional values forefront the role of African mothers as leaders in the struggle to regain, reconstruct, and create a cultural integrity that espouses the ancient Maatic principles of reciprocity, balance, harmony, justice, truth, righteousness, order, and so forth. All this will be discussed in detail in the paper.*

Keywords: Africana Womanism, Black feminism, Afro centricism, African descent

Africana womanism is a term coined in the late 1980s by Clenora Hudson-Weems intended as an ideology applicable to all women of African descent. It is grounded in African culture and Afrocentrism and focuses on the experiences, struggles, needs, and desires of Africana women of the African diaspora. It distinguishes itself from feminism, or Alice Walker's womanism. Africana womanism pays more attention to and focuses more on the realities and the injustices in society in regard to race. Hudson-Weems sought to create an ideology specific to African women and women of African descent. Hudson-Weems believes that the creation of the ideology separates African women's accomplishments from African male scholars, feminism, and Black feminism. Hudson-Weems argues that "Africana womanism is not an addendum to feminism, Black feminism, African feminism, or Alice Walker's womanism" Feminism and gender issues are separate entities that are not reliant upon each other, and therefore, Africana women are able to address gender issues without partaking in feminist activity.

Africana Womanism Society lists 18 characteristics 18 key components that form Africana womanism. The characteristics are the following: Self-Naming, Self-Definition, Family-Centeredness, Wholeness, Role Flexibility, Adaptability, Authenticity, Black Female Sisterhood, Struggling with males against oppression, Male Compatibility, Recognition, Ambition, Nurturing, Strengthen, Respect, Respect for

Elders, Mothering, and Spirituality. African men and women do not accept the ideology of feminism. There is a general consensus in the Africana community that the feminist movement, by and large, is the white woman's movement for two reasons. First, the Africana woman does not see the man as her primary enemy as does the white feminist, who is carrying out an age-old battle with her white male counterpart for subjugating her as his property. Africana men have never had the same institutionalized power to oppress Africana women as white men have had to oppress white women. Africana womanism contrasts a racist and sexist feminist/womanist ideology, and many Africana women (and men) have come to embrace it. Africana womanist ideology contributes to Afrocentric discourse. Africana womanism fundamental foundation is built on traditional Africana philosophy and values and on Afrocentric theories: Some of the traditional values forefront the role of African mothers as leaders in the struggle to regain, reconstruct, and create a cultural integrity that espouses the ancient Maatic principles of reciprocity, balance, harmony, justice, truth, righteousness, order, and so forth.

The first principle Self-Naming discusses the importance of self-identifying as an African woman in society. The Africana identification is distinguishable from feminism and Black variants. Self-naming is the period of recognizing the need for an Africana movement with its own name. The second principle defined, Self-Definition, begins to describe realities that African women face, through a Pan-African lens. The Pan-African movement attempts to create a sense of brotherhood among all people of African descent, regardless of whether or not they live on the continent of Africa. Self-definition explores gender inequalities and stereotypes in the modern patriarchy. Self-naming and self-definition are the first two couple of characteristics of Africana womanism. The term "nommo" is given to the idea of self-naming, which is important because in order for one to exist it has to be given a correct name. There is an increasing need for self-naming, self-defining, and self-identity for Black people and self-defining helps to discover one's identity through their own point of view of their world that goes against that of the dominant culture.

The second groupings of characteristics are family-centeredness, wholeness, authenticity, role flexibility, adaptability, struggling with Black men against oppression, and Black female sisterhood. The second grouping of characteristics includes Family-Centeredness, Wholeness, Authenticity, Role Flexibility, Adaptability, In Concert With Men, and Genuine Sisterhood. The principle of family-centeredness focuses on the entire black family unit. The interest in the success of the black community as a whole maintains a sense of wholeness. Any important outcomes are shared as overarching closeness of the Black community is enforced by the women in society. The third and last clustering of characteristics are strength, male compatibility, respect, recognition, respect for elders, ambition, mothering, nurturing, and spirituality. Historically, Black women were always had psychological and physical strengthen especially with what happened with slavery Hudson-Weems says that Black men's and Black women's bond helps to maintain the race. Black woman are physically and mentally strong. This principle of Strength is often the one that is attacked by non-Africana oppressors because their goal is to force submission upon the powerful group that is Africana women. Hudson-Weems says that Black men's and Black women's bond helps to maintain the race. Therefore, the principle of male



compatibility is based upon mutually beneficial relationships between a well-respected African woman and a supportive, like-minded, man.

Respect and recognition go together that is necessary for a healthy respect for Africana womanists, and it helps them relate to others. Respect and recognition also contribute to the self-love and admiration and to the respect for elders or older members in the Black community. To dissect both principles a bit further, respect refers to reverence an African woman has for herself, absent of the colonized standards. Determining one's worth, while ignoring politics, is crucial to becoming a confident African woman. The pillar of Recognition refers to the acknowledgement of humanity, capability, and power of Black women. Recognition plays a large role in keeping communal peace and ensuring the Black women's effectiveness in the struggle for equality. The principles that outline the caring nature of the Africana womanist are defined below. Respect for Elders, is an extension of the historical African tradition of ancestral reverence. Ancestral reverence is the habitual act of caring for elders, and eventual ancestors, within a community or society. Once the elders become ancestors, they will be responsible for providing wisdom and guidance which is highly valued. The Nurturer and Motherer are both described a call for all community members to play an active role in the rearing of the community and propaganda of the race through care. It is an African woman's duty to not only care and nourish her family, but to provide the care and nourishment for her race as a whole. By fostering and guiding fellow women, the Africana Movement is advanced. The initiative taken to further the public's appreciation and education about the Africana Movement exemplifies the principle of Ambition.

The final principle is Spirituality, which stresses the importance of the reverence for traditional African spiritual systems. These spiritual systems call for a collection of the principles including Ancestral Reverence, Oneness with oneself, and with nature as well. Africana womanist are also very spiritual and believe in a higher power and their mothering and nurturing is tradition.

Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others. It is closely aligned with female empowerment – a fundamental human right that's also key to achieving a more peaceful, prosperous world. Women's empowerment and promoting women's rights have emerged as a part of a major global movement and is continuing to break new ground in recent years. Days like International Women's Empowerment Day are also gaining momentum. But despite a great deal of progress, women and girls continue to face discrimination and violence in every part of the world.

Gender equality is a basic human right, and it is also fundamental to having a peaceful, prosperous world. But girls and women continue to face significant challenges all around the world. Women are typically underrepresented in power and decision-making roles. They receive unequal pay for equal work, and they often face legal and other barriers that affect their opportunities at work. In the developing world, girls and women are often seen as less valuable than boys. Instead of being sent to school, they are often made to do domestic work at home or are married off for a dowry before they are adults. As many as 12 million underage girls are married every year. While some progress is being

made in various parts of the world, there is still a great deal left to be done to right the problems of gender inequality.

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## Career Selection Motivations For Women Police Officers And Activities For Inspiring Girl Students In Schools

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### INTRODUCTION

The work contributed by women is a significant factor in a nation's progress. It is said, without women participating in the national activities, the overall social, economic and political achievements of a country will come to a standstill. The patriarchal notions of the Indian society, believing that man is the primary in the family, is changing in the contemporary world.

One of the most important factors that lead people to their goals is the drive. This drive is known as motivation. For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals.

Focus on an external goal, such as financial success, is known as "extrinsic" motivation, while enjoyment is known as "intrinsic" motivation. Both are very important for career success but in different ways. Extrinsic motivation leads to better performance, while intrinsic motivation to a deeper, more thorough way of learning.( Skatova 2014)Types of Motivation



It is true, in India, women today receive the same education as men, and nearly all prepare for some occupation. Ironically, very few of them are promoted to pursue employment in public world.

It is easy to see that achievement motivation, or lack of it, in females is a consequence of several factors working together. The factors that impinge upon women's achievement, their academic productivity, career growth and their familial responsibility vary greatly in terms of rank, class, region, profession, type of family and decision making ability of the women careerist concerned.

Women do not constitute a homogenous category and therefore, their problems appear multifarious

## **LITERATURE REVIEW**

Several prior studies have found that career choices are determined by many, sometimes quite different motives. In this context, some theories for understanding the reasons underlying the decision to begin a specific occupational or entrepreneurial career have been developed over time. As a result, the Theory of Social Learning (Bandura, 1977), the Entrepreneurial Event Theory (Shapiro & Sokol, 1982) and the Theory of Planned Behaviour (Ajzen, 1991) have emerged as the most promising approaches. The central element of these theories is the individual's intention to undertake and to put a specific behaviour into practice, influenced by motivational elements. In general, the motives can be classified into cognitive personal factors on the one hand; contextual or environmental factors on the other. They can exert positive or negative influence on the intended career, and often their specific combination and interaction moulds the individual's decision to enter a particular career path.

Research studying the reasons women are under-represented in policing has generally focused on four areas of the employment process: attracting women to the field, recruiting women to apply, hiring and testing procedures, and retaining women over careers. (Meagher & Yentes, 1986; Raganella & White, 2004; White, Cooper, Saunders, & Raganella, 2010).

The most relevant influence seems to be the perceived social pressure from family, friends or significant other 'people of reference' (Ajzen, 1991). Previous studies have shown that role models influence career choice; they particularly appear to encourage entrepreneurial careers (Krueger Jr., Reilly, & Carsrud, 2000). Several scholars have shown the influence of parents' professional activities on children's career decisions, as they often prefer to work in the same field as their parents (Duchesneau & Gartner, 1990; Schere).

Using survey data collected from cadets in a Chinese police college, this study attempts to answer three questions: (1) who are the people that decide to become police cadets in China; (2) what are the factors that motivate cadets to choose the police profession, and (3) how do personal characteristics influence cadets' motivations to join the force? The results indicate that Chinese cadets in the sample are largely single, young males from middle-class families. They tended to have some college education while their parents were likely to have attained a lower educational level. Job security and benefits, the opportunity to help people, the desire to enforce the law, and parental influences were important factors that motivated police cadets at this institution to join the force.

## **CONCEPTUAL FRAMEWORK**

### **Career Selection Motivations**

It implies a desire with respect to choosing an occupation. A multidimensional construct that combines elements of needs, interests, and personality characteristics that reflect the stimulus, direction, and persistence of job-related behaviours.

## **Women police officers**

A woman who is a member of the Indian or state police force of rank Police Sub Inspector (PSI) or above.

## **Activities for inspiring girl students in schools**

Curricular activities planned and executed in the schools to inspire the girl students to take up jobs-with-uniforms like police officers, piolets and armed forces (Jobs-with-uniform).

## **RESEARCH QUESTIONS.**

1. What motivates women officers to join the police force?
2. How schools can motivate girl students to select jobs-with-uniform?

## **OBJECTIVES**

1. To understand the motivations that led women officers to join police force in India.
2. To know the curricular activities to be planned and executed in the school to motivate girl students to take up jobs-with-uniform.

## **RESEARCH METHODOLOGY**

This study focuses the collection and analysis of qualitative data from both primary and secondary sources.

Primary data is collected through an interview of a women police officer working in Mumbai Police Force through the open-ended response questions in a semi-structured interview to know the curricular activities to be planned and executed in the school to motivate girl students to take up jobs- with-uniform.

The secondary data is collected from the interviews; You tube videos, websites and research papers to understand the motivations that led women officers to join police force in India.

## **DATA ANALYSIS**

The analysis includes data reduction, transcription of interviews, and conclusion drawing.

## **RESEARCH FINDINGS**

Ms. Sadguna a sub inspector in Mahila Police Thana at the age of 34 years when she was looking for a job she came across an advertisement and took a decision and joined the police force.

Ms. Badola a station incharge of the Mahila Police Thana of Kanpur police, her husband was a police personnel and he encouraged her to study and apply for the job.

Ms. Ambika retired as Deputy Superintendent of Police (DSP) in Mumbai. Got inspired to join police force after her marriage when she attended a Police officer's event.

Ms. Meera Borwankar the first woman Police Commissioner of Mumbai, joined police force taking

inspiration from Ms. Kiran Bedi and her teacher.

Ms. Kiran Bedi the first female Indian Police Service Officer, interaction with senior civil servants in Amritsar motivated her to take up a public service career.

Ms. Manisha Shirke is working as PSI in Mumbai. Joined police force because of her mother. The findings can be summarised as follows:

- Women officers joined the police force before marriage as well as after marriage.
- Persons working on higher posts inspired women.
- Family support helped women take up the police officers job.
- One officer was fascinated by the uniform hence became a police officer.
- One officer joined the police force when she came across an advertisement in the newspaper.

Activities that can be undertaken in the schools to encourage girl students:

- Inviting officers from different government departments as guest speakers for various school programmes.
- Arranging visits to various government offices like police stations, naval offices, fire stations etc.
- Including inspiring stories of women achievers in school curriculum.
- Inviting eminent parents as guest lecturers,
- Providing and reading Newspapers, Employment news etc. in the schools.

## CONCLUSION

Women empowerment needs multifarious efforts. Schools should take up the responsibility for providing inspiring experiences to the girl students and so does the government agencies. Curriculum and learning experiences should be planned to motivate girls to take up challenging careers in future. Teachers should ensure motivation of girl students in the classroom transactions.

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## **A study of the effectiveness of Experiential Learning in the teaching of Geography of secondary school students in relation to gender variation.**

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### **ABSTARCT:**

*The aim of education should be to teach us rather how to think, than what to think- rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of others. Therefore the focus of educational system should be directed towards maximizing the learning that takes place in students. It also should develop the value of gender equality among students during their school days. There are various factors which affect the learning capacity of students; namely, their interest, motivational level, basic intelligence etc to name a few. This study specifically looks into learning preference of the students according to their gender. Students find geography at times disinteresting when they are taught certain concepts without having to get to feel the essence of it. This study is a dynamic view of learning based on a learning cycle driven by action/reflection and experience/abstraction. Thus it is a holistic approach that defines learning as the major process of human adaptation involving the whole person irrespective of gender. For the current research the sample taken are 54 students of std. IX. It is a quasi experimental pre-test post test design.*

**Keywords:** gender variation, experiential learning

### **INTRODUCTION**

The value of experience as a tool in the creation of knowledge and the fostering of human development was seen as early as the 4th century B.C. "There using the language of knowledge is no proof that they possess it." (Aristotle). By this statement, Aristotle is stating that theory is not understood until a person has the ability to apply it.

The notion of experiential education, or learning by doing, has a long history. Early on, outdoor educators embraced experiential education as a way of learning in the outdoors. Similarly, adventure education programs, which also take participants into the outdoors, use real-world experiences to achieve their learning goals. It was not until the 1970s that experiential education emerged as a recognized field of education, and in 1977 the Association for Experiential Education (AEE) was established (Hammerman, Hammerman, & Hammerman, 2001).

It is primarily in this century with the work of John Dewey that learning through experiences has been valued as an important foundation in formal educational setting. Dewey challenged educators in the 1910's, 20's, and 30's to develop educational programs that would not be isolated from real life experience. He was also a staunch supporter of women's right. There was a boom in the 60's and 70's with the work of many psychologists, sociologists, and educators who believed in the value of experience not necessarily as a replacement to theory and lecture but in addition to it.

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**NEED OF THE STUDY:**

Geography is considered to be one of the most important subjects in school level. The basic concept of geography has to be nurtured during the school days. In the present scenario the world is facing a major problem of global warming, terrorism, poverty and mainly farmers moving away from farming. Considering this as a base, if a liking towards geography subject is developed during the school days among students and taught both boys and girls the importance of agriculture and other occupations related to it. Then the problem of food scarcity or importing food grains could be solved at a certain extent. This can be done in a geography class where teacher must include values such as gender equality and make the classroom free from gender biases through games and activities. This will enable to develop a better society by developing a sense of oneness and respecting the existence of opposite gender.

To inculcate such values an educator can opt for any hands on activities in class. Given a chance, if such activities are arranged in open environment free from formal education then the participation of students can be maximum. The teaching methods used in geography lessons are generally inefficient for students to learn issues and to use what they have learned. Most often teaching methods are teacher centered and some of the students or all of them are passive. Instead of these teaching methods, the methods in which students are active and teacher is guide should be used. This ensures students active participation in the learning process.

A class has a heterogeneous group of students with different learning speed and styles. Everyone learns differently, that's nothing new. However, over the years the different styles of learning have usually been cut down to visual, physical (learn-by-doing), or audible. Truth is, we could probably dissect each of these learning three styles down even further and arrive at a handful of sub-levels. Learning is a complicated concept as everyone is unique in their ways, and learns in their own way as well. That said, it is still very much possible to classify a learning style into one of seven categories. Perhaps one will fall into one of the following:

1. **Visual:** learners prefer to use pictures, images, diagrams, colors, and mind maps.
2. **Physical:** These are the “learn by doing” learners that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the Physical learner.
3. **Aural:** Learners who prefer using sound (obviously), rhythms, music, recordings, clever rhymes, and so on.
4. **Verbal:** The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning. They make the most of word based techniques, scripting, and reading content aloud.
5. **Logical:** The learner who prefer using logic, reasoning, and “systems” to explain or understand concepts. They aim to understand the reasons behind the learning, and have a good ability to understand the bigger picture.



6. **Social:** These learners are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.

7. **Solitary:** The solitary learner prefers to learn alone and through self-study.

### **EXPERIENTIAL LEARNING AS AN INSTRUCTUONAL METHOD:**

Experiential learning is a method of educating through first-hand experience. Skills, knowledge, and experience are acquired outside of the traditional academic classroom setting, and may include internships, studies abroad, field trips, field research, and service-learning projects. The concept of experiential learning was first explored by John Dewey and Jean Piaget, among others. It was made popular by education theorist David A. Kolb, who, along with John Fry, developed the experiential learning theory, which is based on the idea that learning is a process whereby knowledge is created through transformation of experience. It is based on four main elements which operate in a continuous cycle during the learning experience:

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

### **OBJECTIVES OF THE STUDY:**

The objectives of the study were as follows:

- To develop a programme based on experiential learning in the teaching of geography for std IX of CEHS.
- To compare the pre test scores and post test scores of the experiential learning programme in the teaching of geography for std IX of CEHS.
- To compare the pre test scores and post test scores of the experiential learning programme in the teaching of geography for std IX of CEHS on the basis of gender.

### **METHODOLOGY OF THE STUDY:**

A pre test and post test was administered to the group. The group underwent an intervention programme where they learnt about primary occupation - agriculture through lectures, activities and field visit. The outdoor activity was performed by boys and girls performed the activity separately. Participants for this study were Grade IX students both boys and girls selected from state board school from Chembur. One intact class consisting of 54 students in total were selected for this study. The tool used was a teacher made achievement test with the content of Primary occupation. The researcher took the pre test. Scores were recorded for the pre test. The researcher took the students to the field visit with a set of activities to be done based on the topic taken for the study. The researcher taught for 4 periods each of 35 minutes duration. Project was assigned to the students where they grew variety of plants in earthen pots. After this, the post test was conducted and the scores were compared to find out

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if there was any gain due to the experimental treatment. The researcher took the views of the experts and their comments to validate the material. The test was also referred to some social studies teachers to assess the suitability of the test in terms of appropriateness. The test was suitably modified according to the suggestions received from the experts. Thus the content validity was established and the reliability of the test was established. The test items were taken from the textbook of grade ix. The pre test consisted of Objective type, short answer and Essay type and application based questions. All the questions in the paper were compulsory and choice was given for essay type answer. Students were asked to solve this test within 1 hour. The pre test was conducted to check the previous knowledge of the students about occupations. The pre test was prepared keeping in mind the instructional objectives of teaching i.e. knowledge, understanding, application and skill. A blue print was made for the same. After the intervention post test was administered.

### **TOOLS USED FOR THE STUDY:**

To carry out any investigation, data are gathered with which the hypotheses may be tested. The means of collecting this new, unknown data are called the tools of research. These tools are of many kinds and employ distinctive ways of describing and quantifying the data. The selection of appropriate tools is of vital importance for successful research. Each tool is particularly suitable for certain sources of data and helps in yielding the kind of information required for certain sources of data and helps in yielding the kind of information required for the research. In short, the choice of the tool depends upon the nature of the research.

- As the data required for the present study was to investigate and compare the effectiveness of experiential learning the following tools were constructed by the investigator:
- A pre test assessment sheet
- A post test assessment sheet
- Field Trip
- Activity

### **PREPARATION OF THE TOOL - TEACHER MADE ACHIEVEMENT TEST**

Achievement Test was prepared to check whether the student have understood about Primary occupation. Basically the tool included application based questions, essay type questions on Primary occupation. The questions were taken from the Geography text book of standard IX. The questions were selected by the researcher keeping in mind the objectives of the lesson

The data collected has been analyzed using the following method

For describing the data, the following statistics were used:

#### 1. Measures of Central Tendency:

The following measures of central tendency have been calculated

##### a) Mean

b) Median

c) Mode

2. Measures of Variability

The following measures of variability have been computed:

a) Standard Deviation

3. Graphical Representation of the data

## FINDINGS OF THE STUDY:

### Hypothesis 1:

There is no significant difference in the pre test and post test scores of the experiential learning programme in the teaching of geography for std IX of CEHS.

**Table 5.1**

**Statistics of Pre and Post test scores of the Experimental group**

	Mean	Standard Deviation	t- test	Obtained value	Level of significance
Pre Test	10.57	3.27	2.66	8.82	0.01
Post Test	16.61	3.30			

$$Df = N - 2 = 52$$

### 5.4.2 Hypothesis: 2

There is no significant difference between the pre test and post test scores of the experiential learning programme in the teaching of geography for std IX of CEHS on the basis of gender.

Table 5.2

## Statistics of Pre and Post test scores of the boys and girls

	Gender	Mean	Standard Deviation	t-test	Obtained value	Level of significance
Pre Test	Boys	8.45	3.26	2.00	2.24	0.05
Post Test		14.42	3.78			
Pre Test	Girls	10.57	3.27	2.66	3.53	0.01
Post Test		16.61	3.30			

Df = N-2= 52

**CONCLUSION:**

From table 5.1 the obtained 't'=8.82 for the post test scores on experiential learning for the experimental group. The 't' scores are greater than 2.66 at the 0.1 level of significance. It is significant; hence the null hypothesis is rejected.

From the table 5.2 the obtained 't' value for the pre and post test scores of boys is 2.24 and for that of girls is 3.53. The 't' value for boys is significant at 0.05 level of significance and the 't' value for girls is significant at 0.01 level of significance. Hence the null hypothesis is rejected. There is significant difference between the pre test and post test scores of students of std ix in geography subject for topic - primary occupation. The post test scores of experimental group is higher than the pre test scores.

The present research shows significant effect of treatment on the post test scores of the students. The experiential learning helped the students to develop a positive outlook towards difficult concepts making it simple and performing better in their post test. There is a significant difference between the pre test and post test score of girls and boys. The post test score of boys and girls are higher as compared to the pre test.

The value of educating students about gender equality through experiential learning would be of great importance as this may help the nation to develop and prosper. The right time to inculcate such values would be from school days. Geography as a subject is always looked down by most of the students. If the same subject is taught by giving experiences outside classroom environment or through activities the problem of gender differences could be reduced to a greater extent.

## बिहार में जाति वर्ग का अंतर्विरोध

पप्पू ठाकुर

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**सार**

यदि आजादी के बाद के बिहार के राजनीतिक इतिहास को दो प्रमुख शब्दों में समेटा जाए, तो वे निश्चित रूप से अगड़ी जाति और पिछड़ा वर्ग होंगे। शायद ही कोई ऐसा काम मिले जिसमें बिहार की राजनीति का ज्यादा अर्थ निकालने के लिए इस द्विआधारी विकल्प का इस्तेमाल न किया गया हो। एक नियम के रूप में, इस तरह के अध्ययनों में मुख्यमंत्रियों की जातिगत पृष्ठभूमि, मंत्री पद के जाति-वार वितरण और विधान सभा के सदस्यों की बदलती जाति-संरचना का उल्लेख समीचीन है। इस प्रकार, कैबिनेट में उच्च जातियों के प्रतिशत में गिरावट होगी उनकी घटती राजनीतिक शक्ति के रूप में व्याख्या की गई। इसी तरह, विधान सभा में किसी जाति के प्रतिशत में वृद्धि को उस जाति के राजनीतिक उत्थान का लक्षण माना जाएगा। और चूंकि कोई भी जाति राज्य स्तर पर अपने राजनीतिक भाग्य का फैसला नहीं कर सकती है, इसलिए राजनीतिक गठन के सापेक्ष उत्थान/गिरावट को प्रमुख जाति समूहों के विभिन्न क्रमपरिवर्तन और संयोजन के संदर्भ में इस पत्र के माध्यम से समझाने का प्रयास किया गया है।

**मुख्य-शब्द:** जाति; वर्ग; ऐतिहासिकता; स्थिति; पदानुक्रम; अंतर्विरोध।

**परिचय**

ऐतिहासिक साक्ष्य राज्य में आधुनिक राजनीति के लिए एक मूल्यवान राजनीतिक संसाधन के रूप में जाति की व्यवहार्यता हैं। जाति नेटवर्क और संघ वे माध्यम थे जिनके जरिये राजनीतिक आंदोलन शुरू किए गए। औपनिवेशिक काल में एक अलग बिहार प्रांत के निर्माण के आंदोलन को कायस्थों के संगठनात्मक प्रयासों के परिणाम के रूप में देखा जाता है। अन्य जगहों की तरह, बिहार में जाति संघों और सभाओं का अपना उचित हिस्सा रहा है, उदाहरण के लिए, बिहार कायस्थ प्रांतीय सभा (1889), भूमिहार ब्राह्मण सभा, अखिल भारतीय कुर्मी महासभा (1894), गोपजातिया सभा (1909)। उनमें से अधिकांश सजातीय उप-जातियों के संगठन के लिए तैयार थे और उन मुद्दों के एक समूह पर केंद्रित थे जो सार्वजनिक रोजगार तक पहुंचने के प्रयासों के साथ सामाजिक सुधारों के उत्साह को जोड़ते थे।

बड़े पैमाने पर, इन सभाओं के भाग्य और राज-घराने को औपनिवेशिक राज्य के कार्यों से जोड़ा गया था। उदाहरण के लिए, 1901 की जनगणना सामाजिक पूर्वता के विचार पर आधारित थी। जाति समूहों के रैंक के आधार पर जनगणना-आधारित वर्गीकरण ने उन जाति संघों की संख्या को जन्म दिया, जिनका केंद्रीय एजेंडा सांस्कृतिक और नृवंशविज्ञान संसाधनों को मार्शल करके और उपयुक्त अधिकारियों को याचिका देकर उनकी जाति की स्थिति को बढ़ाना था। भूमिहारों और कायस्थों ने बाद की गणनाओं में अपनी-अपनी जाति की स्थिति को बढ़ाने में महत्वपूर्ण संसाधनों और ऊर्जा का खर्च किया, क्योंकि उन्हें 1901 की जनगणना में वैश्य वर्ण में शामिल किया गया था। इसी तरह, कुर्मियों ने यह सुनिश्चित करने के लिए बहुत प्रयास किए कि उनकी जाति को आपराधिक जातियों की सूची से हटा दिया जाए। जाति सभाओं और औपनिवेशिक राज्य के बीच बातचीत के दौरान सामाजिक न्याय की एक नई धारणा ने प्रारंभिक रूप लेना शुरू किया:—

(अ) अपने क्षेत्र के भीतर कई जाति समूहों को न्याय सुनिश्चित करने की जिम्मेदारी राज्य के पास है, और  
(ब) इसका मतलब है उपयुक्त तरीके और साधन तैयार करना ताकि सार्वजनिक कार्यालय जनसंख्या में विभिन्न जाति समूहों के अनुमानित संबंधित हिस्से के लिए जाति-आधारित आनुपातिक प्रतिनिधित्व को प्रतिबिंबित करें।

इस अर्थ में, जाति-आधारित आनुपातिक प्रतिनिधित्व का विचार औपनिवेशिक शासन की रणनीतियों से निकला और तब से प्रमुख सार्वजनिक संस्थानों के नियंत्रण में फंसा हुआ है। मंडल आयोग की सिफारिशों में सन्निहित अन्य पिछड़ा वर्ग (ओबीसी) के लिए आरक्षण पर बाद की चर्चा सामाजिक न्याय के उसी विचार का विस्तार है। बिहार के विशेष मामले में एक बुनियादी ढांचे की अनुपस्थिति के कारण जिसके चारों ओर विविध हितों को संगठित, संचालित और स्वायत्त भूमिकाएं दी जा सकती हैं, जाति भेद वर्ग के लिए एक व्यापक प्रतीक के रूप में काम करते हैं और अन्य मानदंड और राजनीतिक अन्याय की भावना जैसे अन्य कारकों द्वारा प्रबलित होने पर राजनीतिक रूप से शक्तिशाली शक्ति बनने में सक्षम हैं।

इसके अलावा, जाति सभाओं की उपस्थिति 1908 में बिहार प्रांतीय कांग्रेस कमेटी की स्थापना से पहले की है। दूसरे शब्दों में, बिहार में जाति का राजनीतिकरण राष्ट्रवादी राजनीति के आगमन से पहले हुआ है और इसकी अभिव्यक्ति के लिए पूरी तरह से बाद पर निर्भर नहीं रहा है। सजातीय जातियों और उपजातियों ने राष्ट्रवादी आंदोलन शुरू होने से पहले क्षेत्रीय और प्रांतीय सामाजिक संगठनों के माध्यम से अपनी पहचान बढ़ाई, जाति निर्माण के इस उच्च क्रम को एक संभावित इकाई बनाने में एक महत्वपूर्ण कारक था। राजनीति में भागीदारी यह तर्क देना बहुत आसान नहीं होगा कि मुट्टी भर जाति समूहों के विकृत चैनलों के माध्यम से राष्ट्रवादी राजनीतिक आवेग बिहार के ग्रामीण इलाकों में पहुंचे। प्रसिद्ध चंपारण सत्याग्रह में गांधी के साथियों का जातिगत चरित्र बीसवीं सदी के आरंभ में बिहार में राष्ट्रवाद के इस संकीर्ण सामाजिक आधार का प्रमाण है।

### **पदानुक्रम मामले**

भारतीय जाति व्यवस्था के कुछ पर्यवेक्षकों ने तर्क दिया है कि लोकतांत्रिक कल्पना के बढ़ते दायरे और बढ़ती पहुंच ने व्यवस्था के पदानुक्रमित समग्रता को धर्मनिरपेक्ष और भौतिक हितों के लिए सतत प्रतिस्पर्धा में बुद्धिमान जाति समूहों के ढीले संघ के लिए रास्ता बना दिया है। जाति समूहों के बीच 'प्राकृतिक प्रतिकर्षण' और 'अनुष्ठान दूरी' लगभग नगण्य हो गई है। बिहार की राजनीति को बारीकी से पढ़ने से इस बात की पुष्टि नहीं होती कि इस तरह के पदानुक्रम को तोड़ा गया है। आम तौर पर यह माना जाता है कि तीन उच्च जातियों (भूमिहार, राजपूत और कायस्थ) ने 1962 में केबी सहाय को मुख्यमंत्री के रूप में समर्थन देने के लिए बीर चंद पटेल के खिलाफ रैंक बंद कर दी, जो कि बिनोदानंद झा के नेतृत्व में मैथिल ब्राह्मणों द्वारा समर्थित एक कुर्मी नेता थे। राजद शासन (1990-2005) के दौरान भूमिहारों और यादवों के बीच भाईचारे के युद्धों का धर्मनिरपेक्ष हितों से उतना ही लेना-देना है जितना कि शासक समूह के रूप में उत्तरार्द्ध के उदय पर पूर्व का आक्रोश। इसी तरह, विकास के परिणाम आमतौर पर जातिगत गठजोड़ों पर आधारित संरक्षक-ग्राहक संबंधों के माध्यम से प्रवाहित होते हैं जो ऊर्ध्वाधर संबंधों को मानते हैं। लंबे समय से प्रचलित ब्राह्मणवादी विचारधारा ने ऐतिहासिक रूप से उच्च जातियों को शासन करने के उनके सही विशेषाधिकार की भावना प्रदान की थी। लोकतांत्रिक संस्थानों को नियंत्रित करने के लिए उत्तरार्द्ध के भारी प्रयासों को सत्ता और विशेषाधिकार के लिए सरोगेट के रूप में अच्छी तरह से समझा जा सकता है, जिसका उन्होंने ऐतिहासिक रूप से गैर-आधिपत्य ब्राह्मणवादी विचारधारा के समय में आनंद लिया है। इस प्रकार देखा जाए तो लोकतांत्रिक राजनीति जाति प्रभुत्व को पुनः उत्पन्न करने और/या मौजूदा प्रभुत्व को चुनौती देने के लिए एक तंत्र बन जाती है। जाहिर है, बिहार में लोकतंत्र की गतिशीलता और

निहितार्थ की किसी भी समझ को उन तरीकों से जुड़ना पड़ता है जिसमें चुनावी प्रथाएं प्रभुत्व और अधीनता के स्थानीय संबंधों में अंतर्निहित होती हैं।

इसी तरह, लोकतंत्र को जाति व्यवस्था के पदानुक्रमित ढांचे को गंभीर रूप से कमजोर करने के लिए निचली जातियों को ऐतिहासिक रूप से अनुपलब्ध अवसर प्रदान करने के रूप में देखा जाता है। यह लोकतांत्रिक कल्पना है जो उनके लिए वैध तरीके से सत्ता हासिल करने के बारे में सोचना संभव बनाती है। हालांकि, महत्वपूर्ण चुनावी संसाधन के रूप में उनकी संख्यात्मक प्रधानता का यह अहसास शायद ही केवल राजनीतिक क्षेत्र तक ही सीमित है। एक गाँव में, राजनीतिक, अनुष्ठान और सामाजिक हमेशा जुड़े हुए हैं। कई निचली जाति के ग्रामीणों के दृष्टिकोण से, जमींदार ऐतिहासिक रूप से राज्य संस्थानों की तुलना में बहुत करीब रहा है, लेकिन अक्सर राज्य के अधिकारियों के साथ घनिष्ठ संबंधों का भी आनंद लिया है। दूसरे शब्दों में, राज्य को नियंत्रित करने के लिए गांव को नियंत्रित करना है। यहां तक कि जब यह राजनीतिक संघर्ष का एक उपकरण बना रहता है तब भी इसके निहितार्थ को लगभग हमेशा जाति के संदर्भ में समझा जाता है। कई निचली जाति के ग्रामीणों के लिए, चुनावी राजनीति केवल राज्य के नियंत्रण के बारे में नहीं है, बल्कि गांव के नियंत्रण और रोजमर्रा के सत्ता संबंधों के बारे में अधिक महत्वपूर्ण है। जिस हद तक जाति ग्राम स्तर पर शोषण की संस्कृति का गठन करती है, यह आश्चर्यजनक नहीं है कि लोकतंत्र वह भाषा बोलता है जो वह बिहार में बोलता है। तार्किक रूप से, लोकतंत्र उन तरीकों के बारे में है जिनसे राज्य का नियंत्रण सामाजिक क्षेत्र में असमानताओं को कम कर सकता है। दरअसल, यही लोकतंत्र की आमूल-चूल क्षमता निहित है।

इस बात से इनकार नहीं किया जा सकता है कि राज्य के सांस्कृतिक और राजनीतिक क्षेत्र में एक सक्रिय और गतिशील तत्व के रूप में जाति हमेशा से रही है, इसके रूपों और सामग्री में परिवर्तन के बावजूद। एक पहचान चिह्न के रूप में यह समय के साथ लोकतांत्रिक कल्पना के प्रकट होने के साथ घनिष्ठ रूप से जुड़ा हुआ है। जबकि स्थानीय राजनीतिक कार्यकर्ताओं के बीच उनके जाति समूहों के प्रांतीय/राष्ट्रीय नेताओं के साथ स्पष्ट पहचान है, यह अनुमान लगाना जल्दबाजी होगी कि जाति की सीमाएं अनिवार्य रूप से उनके राजनीतिक ब्रह्मांड को घेर लेती हैं। किसी भी मामले में, किसी दिए गए संसदीय/विधानसभा क्षेत्र में कोई विशेष जाति समूह अकेले चुनावी परिणाम तय नहीं कर सकता है। विजेता संयोजन में प्रमुख जातियों और अन्य जाति समूहों के बीच गठबंधन शामिल हैं। यह स्थानीय स्तर पर विभिन्न जाति समूहों का प्रतिनिधित्व करने वाले स्थानीय नेताओं के बीच सामाजिक-राजनीतिक सौहार्द के संदर्भ में प्रकट करता है। फिर भी, राजनीतिक रूप से महत्वपूर्ण जाति समूहों के बीच ये स्थानीय समीकरण कभी स्थिर नहीं होते हैं। ऐसे समीकरणों में प्रचलित बदलाव प्रांतीय स्तर पर समग्र राजनीतिक मनोदशा को दर्शाते हैं।

### **दलाली को संरक्षण**

जमीनी स्तर की राजनीति के पर्यवेक्षकों के बीच एक आम सहमति है कि स्वतंत्रता के बाद की समाजवादी राजनीति के माध्यम से राजनीतिक सशक्तिकरण ने बिहार में राजनीतिक नेतृत्व के सामाजिक चरित्र को अन्य जगहों की तरह बदल दिया है। संस्कृतिकरण का बोझ अतीत की बात होने के कारण, पहले के जाति पदानुक्रम के मध्य पायदान की जातिगत पहचान अपने आप आ गई है, और चुनावी राजनीति ने इस प्रवृत्ति को और मजबूत किया है। 19वीं सदी के अंत और 20वीं सदी की शुरुआत में संस्कृति की राजनीति से संक्रमण, वास्तव में 1920 और 1930 के दशक के परिषद और विधानसभा चुनावों के साथ शुरू हुआ। फिर भी यह सच है कि 1947 के बाद सार्वभौम वयस्क मताधिकार के वातावरण में जो राजनीतिक और सामाजिक गठजोड़ पूर्ण रूप से उभरने थे, वे 1920 और 1930 के दशक के सांस्कृतिक और औपनिवेशिक चुनावी अनुभव में पहले से ही स्पष्ट थे। अन्यथा, राष्ट्र-निर्माण, विकास और कानून के शासन के वादों पर आधारित एक लोकतांत्रिक रूप से निर्वाचित राज्य की

छवि को राजनीतिक समाज में कुछ ही लेने वाले थे। राज्य को संरक्षण के नेटवर्क के माध्यम से अनुभव किया गया था जिसने जातिविहीन समाज के वादों को प्रभावी ढंग से कमजोर करते हुए उच्च जाति के प्रभुत्व को मजबूत किया। इसके विपरीत, जाति सशक्तिकरण की राजनीति ने उच्च जाति के प्रभुत्व पर लगाम लगाने के लिए निचली जाति के राजनेताओं और राजनीतिक दलालों के वैकल्पिक नेटवर्क को जन्म दिया है।

निस्संदेह, जाति बिहार में बड़ी संख्या में नागरिकों के सामाजिक और राजनीतिक अनुभव को प्रभावित करती रही है। इससे कोई फर्क नहीं पड़ता कि नेतृत्व की भूमिका लालू यादव या नीतीश कुमार के हाथों में है या नहीं। जब तक जाति राजनीतिक व्यक्तिपरकता और संबंधित लोकतांत्रिक कल्पना के निर्माण के लिए कर्नेल प्रदान करती है, तब तक पहचान की राजनीति और सुशासन के सापेक्ष गुणों पर अंतहीन बहस राजनीतिक परिवर्तन की दिशा को समझने में बहुत मददगार नहीं होगी। इसी तरह, ओबीसी और/या ओबीसी और दलितों के बीच बहुचर्चित अंतर्विरोध जाति-आधारित लोकतांत्रिक कल्पना में संघ लगाने वाले नहीं हैं। जद (यू)-बीजेपी सरकार द्वारा पंचायत चुनावों में ईबीसी के लिए 20 प्रतिशत आरक्षण की घोषणा, और 'महादलितों' के इर्द-गिर्द संपूर्ण आधिकारिक प्रवचन, जाति-आधारित समझ में तार्किक क्षण हैं। 1926 के अंत के प्रांतीय परिषद चुनावों और बिहार में 1937 की शुरुआत में विधान सभा चुनावों पर टिप्पणी करते हुए, स्वामी सहजानंद सरस्वती लिखते हैं, 'राष्ट्रवाद और जातिवाद के बीच बहुत कम अंतर है, और यह एक अंतर है जो एक निश्चित चरण में गायब हो जाता है ... एकमात्र वास्तविक अंतर यह है कि जाति अपेक्षाकृत छोटे क्षेत्र को कवर करती है जबकि राष्ट्रवाद एक व्यापक क्षेत्र में कार्य करता है'। यह ऐतिहासिक प्रक्रिया उन प्रभावों के साथ जारी रही है जिनकी पहले कल्पना नहीं की जा सकती थी। बिहार में ओबीसी का राजनीतिक सशक्तिकरण उसी प्रक्रिया का हिस्सा है। हालांकि, निम्न जाति समूहों के दूसरे लोकतांत्रिक उत्थान के लाभकारी प्रभावों के अतिरिक्त पटन के आधार पर जाति के पदानुक्रमित सामाजिक ढांचे के लिए एक मृत्युलेख लिखना समय से पहले होगा।

### निष्कर्ष

ईपी थॉम्पसन ने उन्नीसवीं सदी में इंग्लैंड में मजदूर वर्ग के गठन की प्रक्रिया के बारे में जो लिखा वह समकालीन बिहार के लिए सच है। उनके लिए, वर्ग एक ऐतिहासिक घटना थी, जो अनुभव के कच्चे माल और चेतना दोनों में कई अलग-अलग प्रतीत होता है जो असंबद्ध घटनाओं को एकजुट करती है। इसकी ऐतिहासिकता पर उनका जोर था जिसने उन्हें वर्ग को न तो "संरचना" के रूप में देखा, न ही "श्रेणी" के रूप में भी देखा। वर्ग एक ऐसी चीज थी जो वास्तव में होती है और मानवीय संबंधों में घटित हुई दिखाई जा सकती है। यह समझने के लिए कि जाति कभी भी एक स्थिर अनैतिहासिक संरचना नहीं रही है, वर्ग को जाति से बदलना होगा। इसके बजाय, इसे एक गतिशील के रूप में सबसे अच्छा देखा जाता है, जिससे जाति हमेशा बनने की प्रक्रिया में होती है, न केवल होने पर आधारित होती है, बल्कि चेतना पर। और यह चेतना हमेशा राजनीति द्वारा निर्देशित होती है और टोस ऐतिहासिक सेटिंग्स में राजनीतिक व्यक्तिपरकता को आकार देने और पुनर्व्यवस्थित करने की ओर ले जाती है।

बिहार में, निरंतर जाति-आधारित लामबंदी ने अप्रत्याशित तरीकों से आधुनिक राजनीतिक व्यक्तिपरकता को आकार देने में योगदान दिया है। आधुनिक राजनीति के लोकतांत्रिक समन्वय वर्चस्ववादी ब्राह्मणवादी विचारधारा के पूर्ववर्ती लाभार्थियों के लिए उतने ही वैध हैं जितने कि वे इसके पूर्ववर्ती पीड़ितों के लिए हैं। आधुनिक राज्य सत्ता उन लोगों द्वारा मांगी जाती है जिनके विशेषाधिकारों को प्राचीन काल की जाति विचारधारा द्वारा समर्थित नहीं किया जा सकता था, जो राजनीतिक प्रतिनिधित्व और सामाजिक न्याय के जुड़वां विचारों के इर्द-गिर्द एक नया वैचारिक आधिपत्य बनाना चाहते हैं। शोषण की जाति-आधारित संस्कृति के निर्माताओं के साथ-साथ प्रभुत्व और



अधीनता के ऐसे अन्यायपूर्ण संबंधों को चुनौती देने वालों ने समान रूप से एक अद्वितीय फैशन में लोकतांत्रिक राजनीति के गुणों को लिया है।

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