

# ATHAWALE COLLEGE OF SOCIAL WORK

Station Road, Bhandara - 441904 (M.S.) Phone (07184) 254511

Recognised by Govt. of Maharashtra & Affiliated to Nagpur University

Approved by U. G. C. Section 2F, New Delhi

NAAC - ACCREDITED at B Grade

Ref. No. : ACSW/B/SSR/3.3.2/22

Date : 16/11/22

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year

With reference to the above topic all the faculty members of the institute had been taking initiative for the quality publication such as books and chapters in edited volumes/books published and papers published in national/ international conference proceedings during the last five years: Details are as follows:

Published book	Published chapters in edited books	Papers in proceeding	Publication Management members by
15	12	04	06

  
Dr. Sarla Shanware

Officiating Principal

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Bhandara



3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year

No./ Name of the teacher	Title of the book/chapters published	Title of the paper	Title of the proceedings of the conference	Name of the conference	National / International	Year of publication	ISBN number of the proceeding	Affiliating Institute at the time of publication	Name of the publisher
	<b>Books</b>								
1	Dr. Aarti Pawar An Introduction to Social Work Handbook for MSW	Nil	Nil	Nil	Nil	Jul-17	ISBN-978-81-931202-1-7	Athavale College of Social Work Bhandara	Athavale College of Social Work Bhandara
2	Dr. Aarti Pawar Agony of Indian Women	Nil	Nil	Nil	Nil	2020	ISBN: 978-8171921904	Nil	Dattsons Publication, Nagpur, M.S.
3	Dr. Madhukar Nikam Compulsory English Handbook and Study Material	Nil	Nil	Nil	Nil	2020	ISBN : 978-81-7192-196-6	Nil	Dattsons Publication, Nagpur, M.S.
4	Dr. Nandkishor Bhagat Police Ki Bhumika-Social Worker ki Aavshakta (Role of Police :Need of Social Worker)	Nil	Nil	Nil	Nil	2020	ISBN:978-81-944165-3-1	Nil	Aakar Publication, Nagpur
5	Dr. Jyoti Naktode Sankramak Aaar (Communicable Disease)	Nil	Nil	Nil	Nil	2020	ISBN: 978-81-7192-197-3	Nil	Dattsons, Nagpur
6	Dr. Surekha Patil Apradhshatra evam Sudharprashashn(Criminology and Correctional Administration)	Nil	Nil	Nil	Nil	2020	ISBN:978-93-87367-98-2	Nil	Swastik Publication, New Delhi

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7	Dr. Madhukar Nikam	Discourse on Higher Education	Nil	Nil	Nil	Nil	Nil	2021	ISBN: 978-93-90720-98-9	Nil	Sankalp publication, Bilaspur
8	Dr. Naresh Kolte	COVID-19 AND IT'S IMPACT ON INDIAN SOCIETY	Nil	Nil	Nil	Nil	Nil	2021	ISBN : 9788195183548	Nil	Om Sai Publishers & Distributors Nagpur
9	Dr. Naresh Kolte	Issues & Challenges of Institutionalized Old Age: with Eye of Social Work	Nil	Nil	Nil	Nil	Nil	2021	ISBN: 978-93-92865-24-4	Nil	Educational Publisher & Distributors Aurangabad
10	Dr. Surekha Patil	Ahunik Bhariya Samajat Striyanche Stan Va Bhumnika (The Place and Role of Women in the Modern Indian Society)	Nil	Nil	Nil	Nil	Nil	2021	ISBN: 978-81-951835-6-2	Nil	Om Sai Publisher & Distributors, Nagpur, M.S.
11	Dr. Jyoti Naktode	Sicklecell Samsya (Sicklecell Problem)	Nil	Nil	Nil	Nil	Nil	2021	ISBN: 978-81-7192-210-9	Nil	Dattsons Publication, Nagpur, M.S.
12	Dr. Chandrashekhar Malviya	Samajshastra Parichay(Introduction to Sociology)	Nil	Nil	Nil	Nil	Nil	2021	ISBN: 978-93-91201-91-3	Nil	Om Sai Publication, Nagpur



13	Dr. Ilyas Bepari	Samajik Gatkarraa( Social Group Work)	Nil	Nil	Nil	Nil	Nil	2022	ISBN:978-93- 95008-41-9	Nil	Sai Jyoti Publication, Nagpur
14	Dr. Jyoti Naktode	Bhartiya Samajik Kayade ( Indian Social Legislation)	Nil	Nil	Nil	Nil	Nil	2022	ISBN:978-93- 95008-19-8	Nil	Sai Jyoti Publication, Nagpur
15	Dr Naresh Kolte	Hand Book of Social Work Research Module for Dissertation	Nil	Nil	Nil	Nil	Nil	2022	ISBN: 978938675114 0	Nil	Educational Publisher & Distributors Aurangabad
1	Dr. Madhukar Nikam	(An Introduction to Social Work- Handbook for MSW Course) <b>Chapter:Human Development Index</b>	Nil	Nil	Nil	Nil	Nil	2017	Book ISBN:978-81- 931202-1-7	Athawale Colleg eof Social Work, Bhandara	Athawale Colleg eof Social Work, Bhandara
2	Dr. Devendra Sontakke	(An Introduction to Social Work- Handbook for MSW Course) <b>Chapter:Social Work as a Profession and its Ethics</b>	Nil	Nil	Nil	Nil	Nil	2017	Book ISBN:978-81- 931202-1-7	Athawale Colleg eof Social Work, Bhandara	Athawale Colleg eof Social Work, Bhandara



Dr. Madhukar Nikam	International book on The COVID-19 Pandemic and the "New Normal" world Beyond- <b>Chapter:</b> Digitalisation: COVID-19 and Post COVID Changing Scenario in Higher Education in India	Nil	Nil	Nil	Nil	2020	Book ISBN:978-81-927239-3-8	Orange City College of Social Work, Nagpur, M.S.	Orange City College of Social Work, Nagpur, M.S.
3 Dr. Aarti Pawar	International book on The COVID-19 Pandemic and the "New Normal" world Beyond- Chapter:COVID-19 Pandemic: Impact on Poverty	Nil	Nil	Nil	Nil	2020	Book ISBN:978-81-927239-3-8	Orange City College of Social Work, Nagpur, M.S.	Orange City College of Social Work, Nagpur, M.S.
4		Nil	Nil	Nil	Nil				



Dr. Nandkishor Bhagat	International book on The COVID-19 Pandemic and the "New Normal" world Beyond- Chapter: Corona Pandemic: Plight of and Stress on Police and Remedies						2020	Book ISBN:978-81- 927239-3-8	Orange City College of Social Work, Nagpur, M.S.	Orange City College of Social Work, Nagpur, M.S.
5		Nil	Nil	Nil	Nil					
Mr. Arnolsingh Rotele	International book on The COVID-19 Pandemic and the "New Normal" world Beyond- <b>Chapter:</b> The Pandemic that Paved the Way for E-Learning						2020	Book ISBN:978-81- 927239-3-8	Orange City College of Social Work, Nagpur, M.S.	Orange City College of Social Work, Nagpur, M.S.
6		Nil	Nil	Nil	Nil					
Dr. Chandrashekhar Malviya	Education and Society during COVID-19 Pandemic: <b>chapter-</b> Impact of COVID- 19 on Indian Society						2021	978-93-91681- 32-6		Bharati Publication, New Delhi
7		Nil	Nil	Nil	Nil				Nil	

  
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8	Dr. Aarti Pawar	The COVID-19 Pandemic and the "New Normal" World Beyond. <b>Chapter::COVID-19: Impact on Indian Woman</b>	Nil	Nil	Nil	Nil	Nil	2021	ISBN : 9788195183548	Nil	Om Sai Publisher & Distributors, Nagpur, M.S.
9	Dr. Aarti Pawar	Research Methodology- chapter: Experimental Research and Design	Nil	Nil	Nil	Nil	Nil	2022	Book ISBN:978-93-91305-89-5	Nil	Aadhar Publication, Amravati, M.S.
10	Dr. Madhukar Nikam	Research Methodology- chapter: The Literature Review: The Key step in Research Methodology	Nil	Nil	Nil	Nil	Nil	2022	Book ISBN:978-93-91305-89-5	Nil	Aadhar Publication, Amravati, M.S.
		<b>Papers published in Proceeding</b>									

  
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1	Dr. Chandrashekh Malviya	Study on Issues and Possible Solutions for Women Empowermen t in India	Women In India and Israel: Past, Present and Future	Three Day Interdisciplina ry International Seminar on "Women In India and Israel: Past, Present and Future".	International	2020	ISBN: 978-81- 928094-2-7	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.
2	Dr. Naresh Kolte	Issues and Challenges of Women Belonging to Marginalised Section of Society	Women In India and Israel: Past, Present and Future	Three Day Interdisciplina ry International Seminar on "Women In India and Israel: Past, Present and Future".	International	2020	ISBN: 978-81- 928094-2-7	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.
3	Dr. Devendra Sontakke	Nutritional Status of Scheduled Tribes Pregnant Women of Amravati District of Maharashtra	Women In India and Israel: Past, Present and Future	Three Day Interdisciplina ry International Seminar on "Women In India and Israel: Past, Present and Future".	International	2020	ISBN: 978-81- 928094-2-7	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.

Dr. Aarti Pawar	Women Empowerment and Gender Budgeting	Women In India and Israeli: Past, Present and Future	Three Day Interdisciplinary International Seminar on "Women In India and Israel: Past, Present and Future".	International	2020	ISBN: 978-81-928094-2-7	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.	Matru Sewa Sangh Institute of Social Work, Nagpur, M.S.
4								

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five year

**Book Publication by the Members of the Management:**

Dr. Chandansingh 1 Rotele	Human Resource Management	Nil	Nil	Nil	Nil	2021	ISBN:978-93-91542-28-3	Nil	Current Publications,Agra
Dr. Chandansingh 2 Rotele	Professional Development of Social Work	Nil	Nil	Nil	Nil	2021	ISBN:978-93-91542-38-2	Nil	Current Publications,Agra
Dr. Kedarsingh 3 Rotele	Trade Unionism and Industrial Relation	Nil	Nil	Nil	Nil	2022	ISBN:98-93-93496-37-9	Nil	Current Publications,Agra
Mr. Amolsingh 4 Rotele	Conceptualization of Social Work Methods	Nil	Nil	Nil	Nil	2022	ISBN: 978-93-93973-82-5	Nil	Om Sai Publisher & Distributors, Nagpur, M.S.
Dr. Kedarsingh 5 Rotele	Migratory Child In India	Nil	Nil	Nil	Nil	2022	ISBN: 978-93-92865-50-3	Nil	Educational Publishers, Aurangabad
Mr. Rajkumar Thaware	Explore the World of Social Work & Social Welfare	Nil	Nil	Nil	Nil	2022	ISBN:978-93-92865-02-2	Nil	Educational Publishers, Aurangabad
6 (Librarian)	Administration	Nil	Nil	Nil	Nil				

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# Appendix I

Published Book





# **AN INTRODUCTION TO SOCIAL WORK**

*Handbook for MSW Course*

Edited By  
**Dr. Aarti S. Pawar**

Published By  
**Dr. Chandansingh P. Rotele**  
Principal  
Athawale College of Social Work  
Bhandara (M.S.)

*CSW*  
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**Athawale College of Social Work  
Bhandara**









# AGONY OF INDIAN WOMEN

A Study on Prostitution,  
Gender Discrimination  
and Domestic Violence

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Aarti S. Pawar

*Aarti S. Pawar*  
OFFICIATING PRINCIPAL

Amravati College of Social Work

Amravati



AGONY OF INDIAN WOMEN:  
A STUDY ON PROSTITUTION, GENDER DISCRIMINATION AND  
DOMESTIC VIOLENCE

© Author

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**Adhyapak Mahavidyalaya, Nagpur**

**Signature**

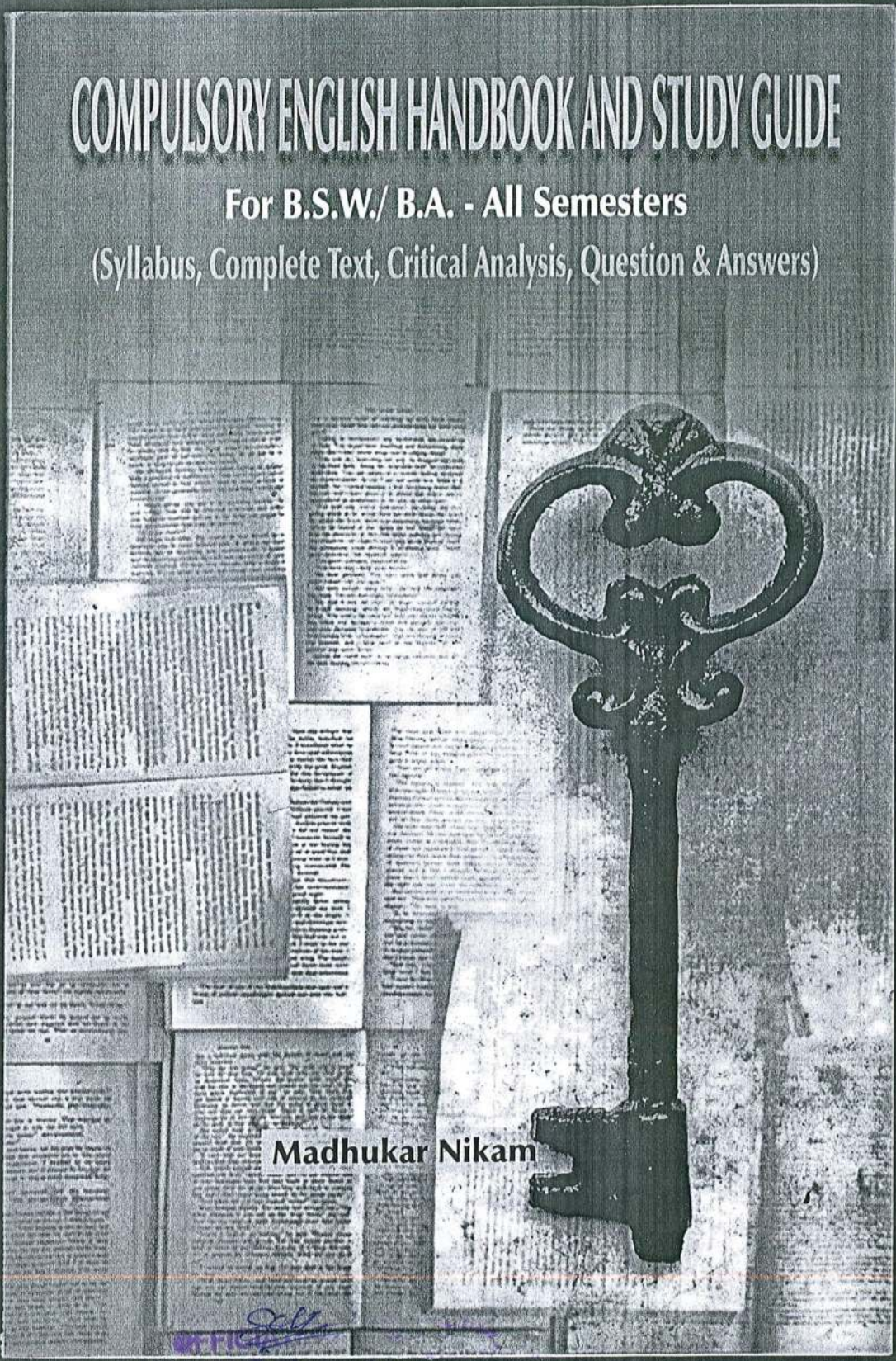
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# COMPULSORY ENGLISH HANDBOOK AND STUDY GUIDE

For B.S.W./ B.A. - All Semesters

(Syllabus, Complete Text, Critical Analysis, Question & Answers)



Madhukar Nikam

*Self*  
OFFICE  
Athavale College of  
Bhandara



**COMPULSORY ENGLISH HANDBOOK  
AND STUDY GUIDE**

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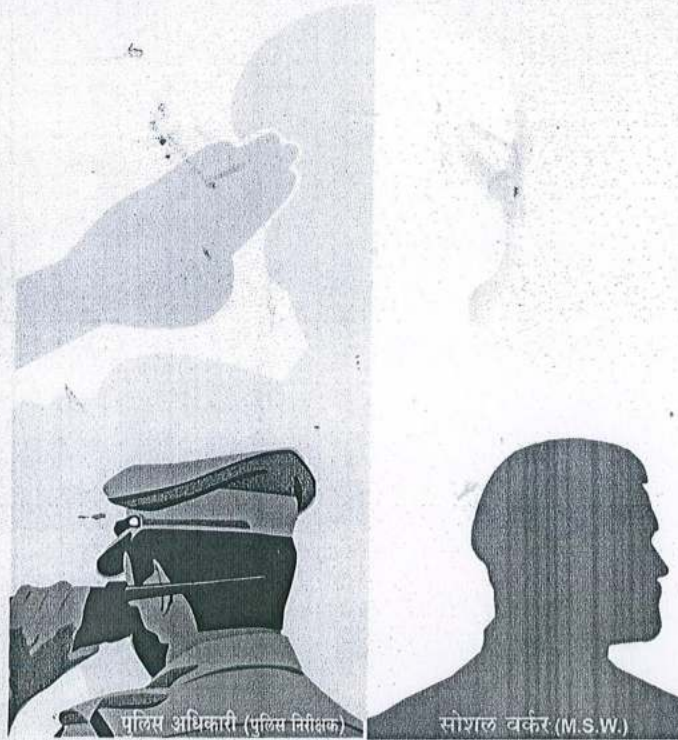
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# पुलिस की भूमिका सोशल वर्कर की आवश्यकता

| शोध दृष्टि |



डॉ. नंदकिशोर एस. भगत



## लेखक परिचय



डॉ. नंदकिशोर संतराम भगत

सहायक प्राध्यापक : अपराध शास्त्र व सुधारात्मक प्रशासन  
व विभाग प्रमुख आठवले कॉलेज ऑफ सोशल वर्क, भंडारा  
राष्ट्रसंत तुकडोजी महाराज नागपुर विश्वविद्यालय, नागपुर  
मोबाइल नंबर : ०९९२२५८५९८२,  
फोन : ०७९२-२५९०२८८,

पीएच.डी. (डॉक्टर ऑफ फिलॉसफी) सोशल वर्क।  
राष्ट्रीय पात्रता परीक्षा (नेट), २ बार, यूनिवर्सिटी ग्रांट कमीशन, नई दिल्ली।  
एम.फिल (समाज कार्य) १९९९।  
मास्टर ऑफ सोशल वर्क, क्रिमिनोलॉजी एंड करेक्शनल एडमिनिस्ट्रेशन, १९९८।  
मास्टर ऑफ आर्ट : समाजशास्त्र -१९९८ एवं लोक प्रशासन-१९९९।  
पंजीकृत समाज कार्यकर्ता : भारतीय पुर्नवास परिषद (Rehabilitation Council of India, Govt. of India)  
रिसर्च असिस्टेंट का अनुभव-२००९ : पुलिस अनुसंधान व विकास विभाग, गृह मंत्रालय, भारत सरकार, नई दिल्ली।  
६ अनुसंधान प्रकल्पों में अनुसंधान अनुभव।  
५५ सेमिनार, कॉन्फ्रेंस, कार्यशाला में सहभाग।  
तीन पुस्तकों में संपादक का अनुभव।  
१२ रिसर्च पेपर व आर्टिकल का प्रकाशन।  
पुस्तक प्रकाशित : अनुसंधान प्रस्ताव : एक रूपरेखा, १९९९।

### अन्य उपलब्धि :

सर्टिफिकेट कोर्स ऑफ रिसर्च एंड सर्वे एनालिसिस ट्रेनिंग : राष्ट्रसंत तुकडोजी महाराज, नागपुर विश्वविद्यालय, नागपुर।  
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### पुरस्कार:

बेस्ट जर्नलिस्ट अवार्ड - २००४।  
सर्वश्रेष्ठ समाचार कवरेज पुरस्कार - २००३, पोद्दारेश्वर राम मंदिर, नागपुर।  
राजश्री साहू महाराज पुरस्कार - २०११, राजश्री साहू महाराज भूषण परिषद, नागपुर।  
डॉ. बाबासाहेब आंबेडकर समाज भूषण पुरस्कार - २०११, श्री रमई अम्बेडकर विचार मंच, नागपुर।  
'शेर-ए-मैसूर' टीपू सुल्तान अवार्ड - २०१७, टीपू सुल्तान फ़ौज, नागपुर।  
समाज रत्न - राष्ट्रीय जीरो माइल अवार्ड - २०१८, जीरो माइल फाउंडेशन, नागपुर।  
एकेडमिक एक्सिलेंस अवार्ड - २०१९, ईश्वरशरण पोस्ट ग्रेज्युएट कॉलेज, प्रयागराज, इलाहाबाद केंद्रीय विश्वविद्यालय, प्रयागराज।

### व्यावसायिक संगठन में सदस्यता :

आजीवन सदस्य एवं संस्थापक सचिव : पारख समाज कल्याण संस्थान, नागपुर। (गैर सरकारी संगठन)।

आजीवन सदस्य : द.इंडियन सोसाइटी ऑफ क्रिमिनोलॉजी, चेन्नई।

आजीवन सदस्य : साउथ एशियन सोसाइटी ऑफ क्रिमिनोलॉजी एंड विक्टिमोलॉजी (एसएससीवी), तमिलनाडु, भारत।

आजीवन सदस्य : महाराष्ट्र सोशल वर्क एजुकेटर्स, मैनेजमेंट एंड स्टाफ फ़ोरम (MSWEMSF), भारत।

संस्थापक सचिव : कबीर मंदिर आश्रम, सेमिनरी हिल्स, नागपुर।



978-81-944165-3-1





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डॉ. नंदकिशोर एस. भगत

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“आकार पब्लिकेशन”

महाल, नागपुर

फोन : ९८२२५६५७८२

मुद्रक

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फोन : ९८२२५६५७८२

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प्रथम संस्करण : २०२०

Price : 350/-

ISBN :



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स्व. श्रीमती  
मेरे



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सहयोगी प्राध्यापक



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Sadar, Nagpur – 440001

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# अपराधशास्त्र एवं सुधार प्रशासन

प्रा. डॉ. सुरेखा ना. पाटील  
प्रा. डॉ. भिमराव ऋ. मेश्राम





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अपराधशास्त्र एवं सुधार प्रशासन

ISBN : 978-93-87367-98-2

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प्रथम संस्करण : 2020

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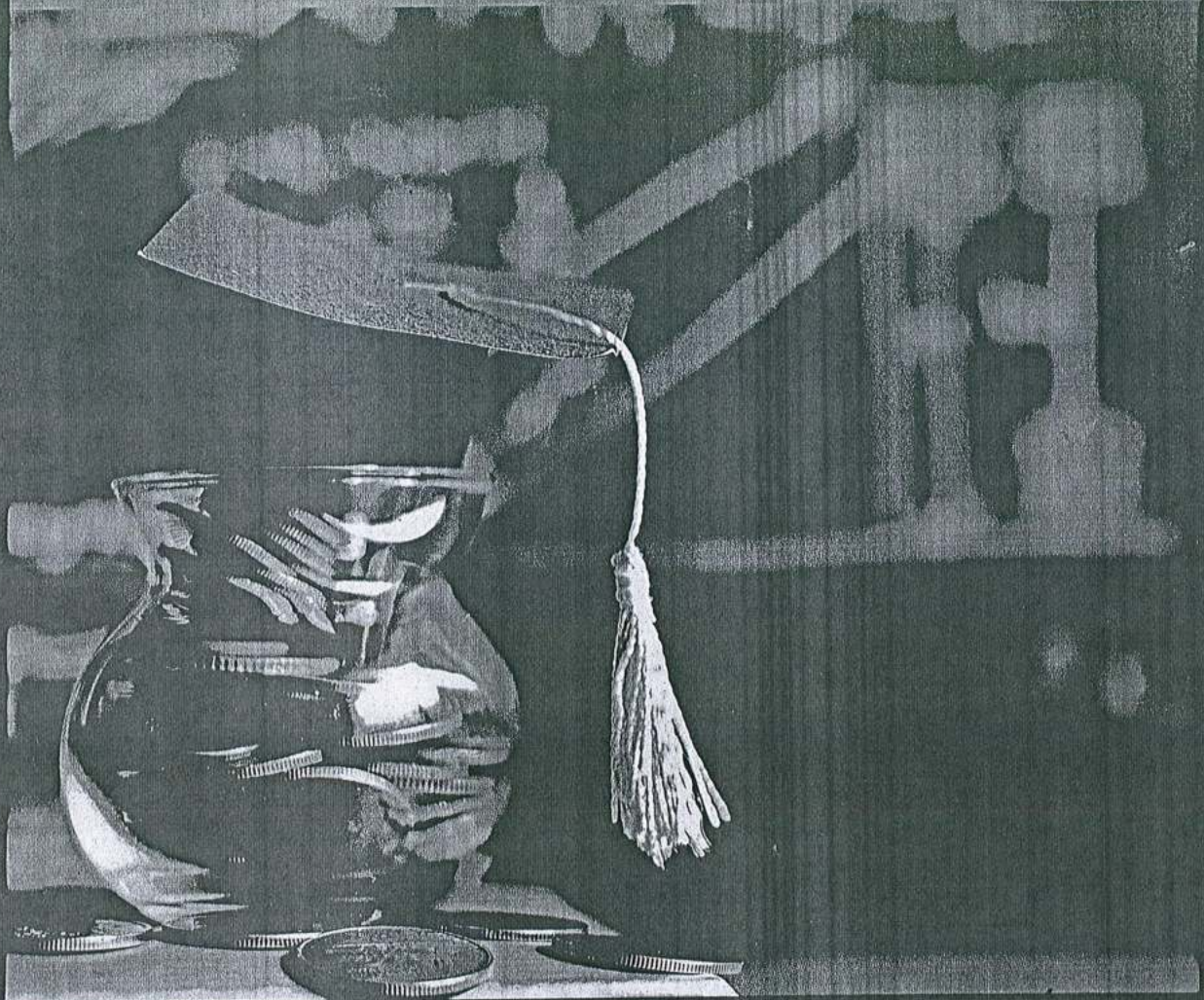


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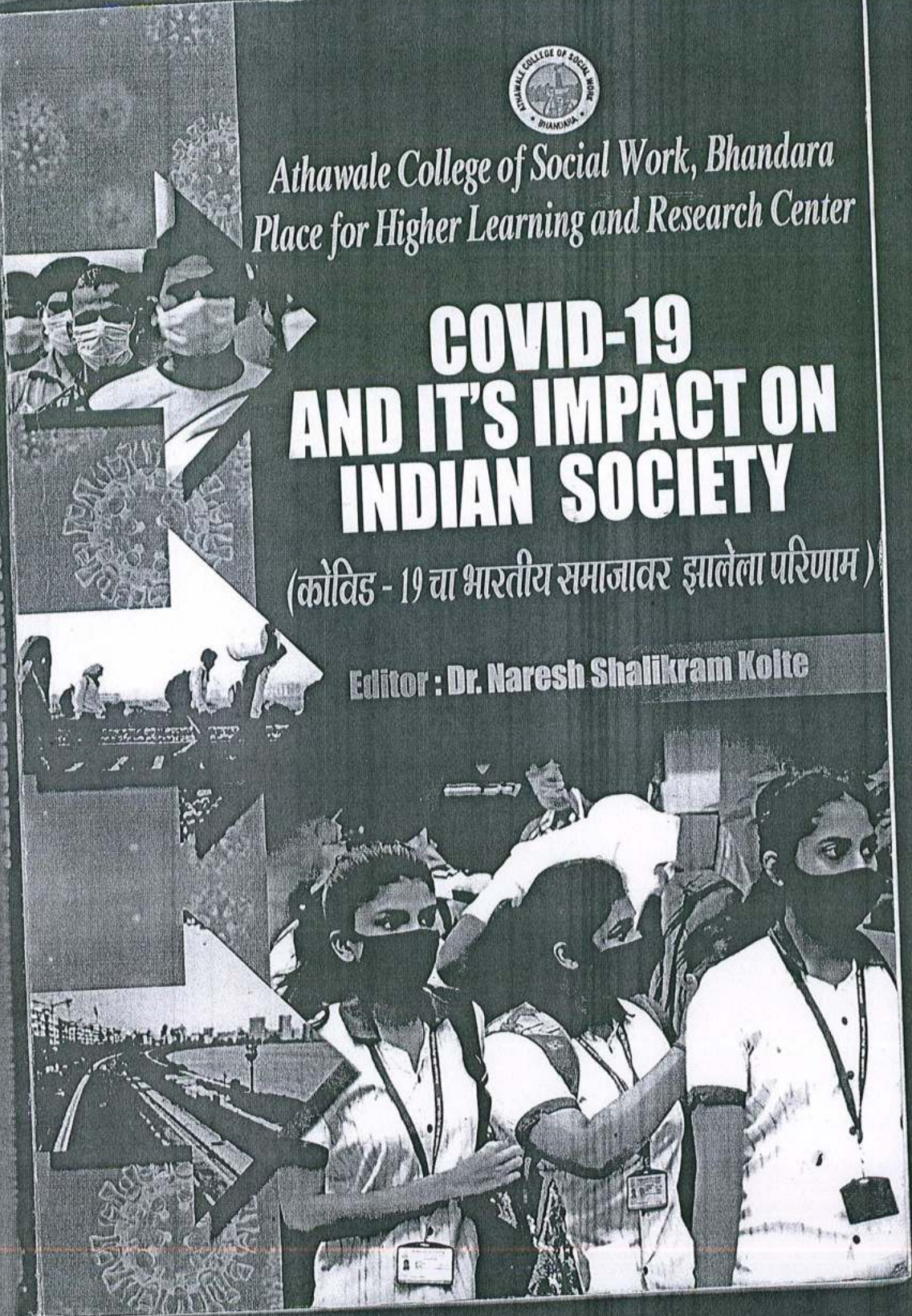


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# COVID-19 AND IT'S IMPACT ON INDIAN SOCIETY

(कोविड - 19 चा भारतीय समाजावर झालेला परिणाम)

Editor : Dr. Naresh Shalikram Kolte



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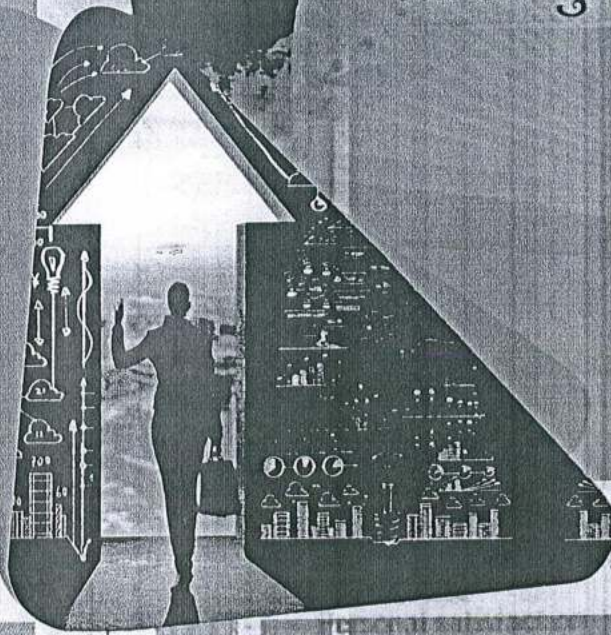


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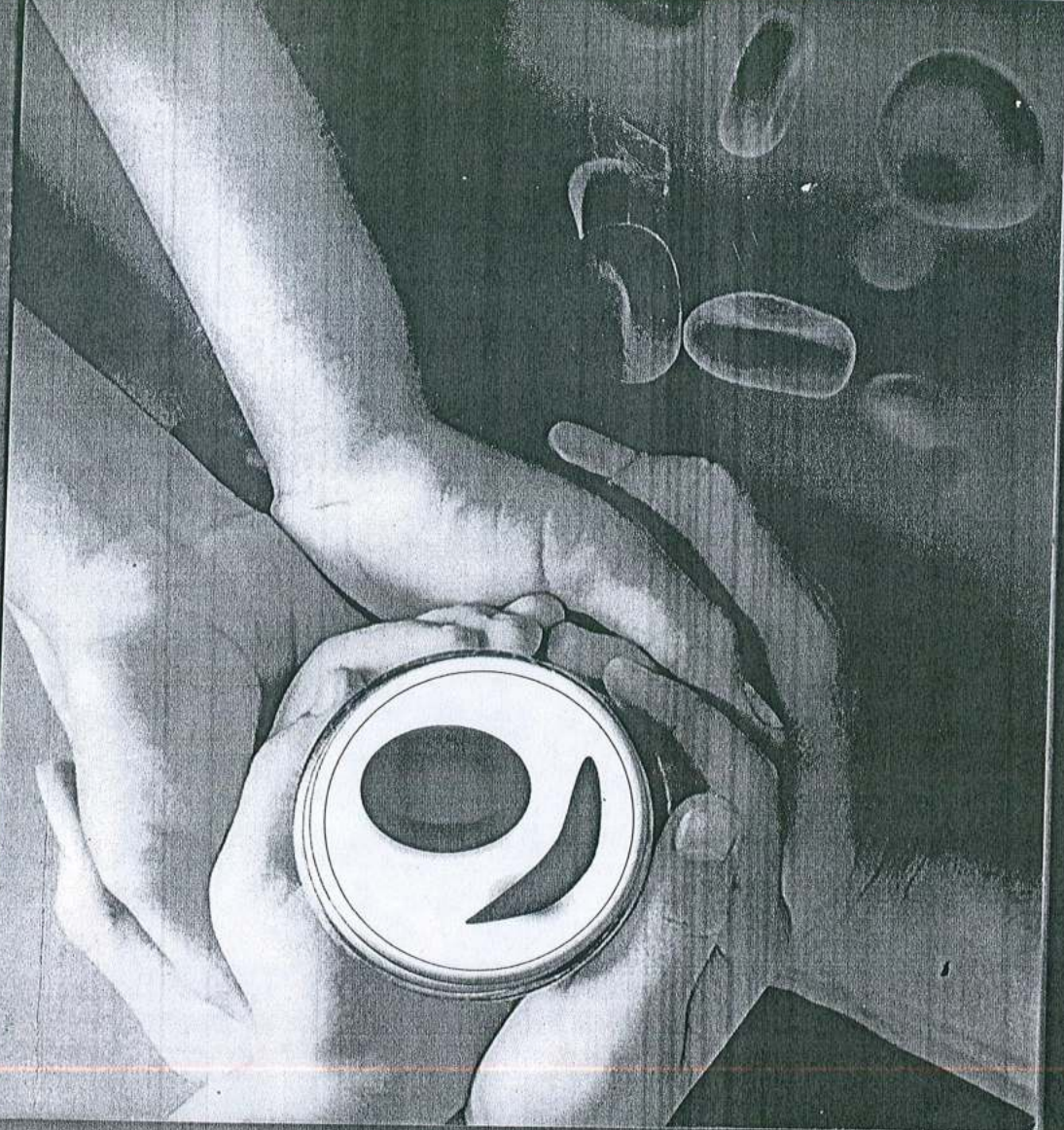
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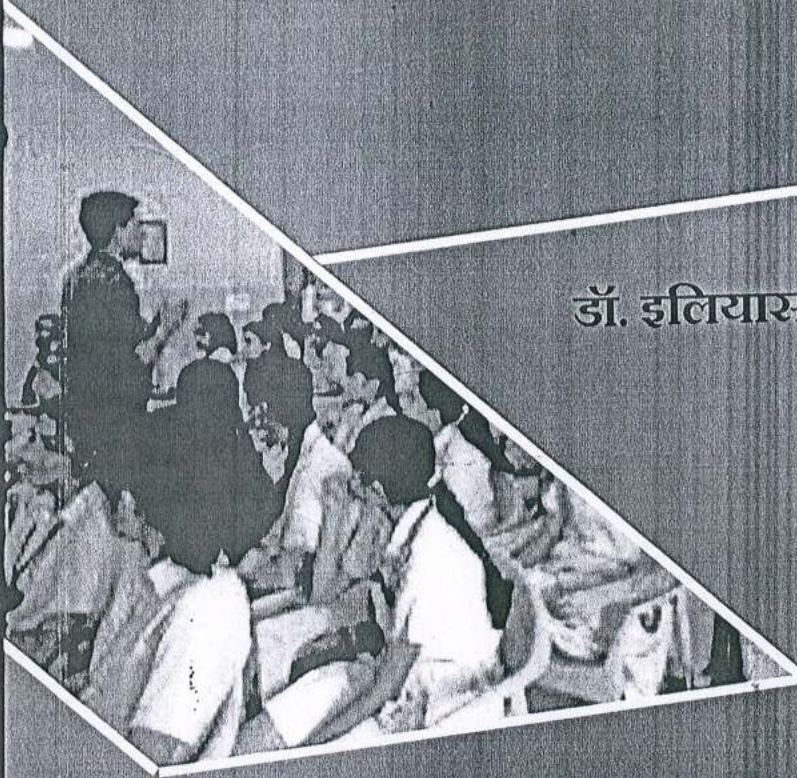
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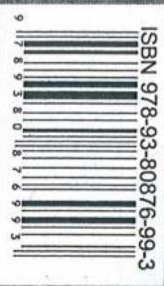
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Social work is different from other professions, because we focus both on the person and their environment. Social workers deal with the external factors that impact a person's situation and outlook. And we create opportunities for assessment and intervention, to help clients and communities cope effectively with their reality and change that reality when necessary. Social workers help clients deal not only with how they feel about a situation but also with what they can do about it. In thousands of ways, social workers help people of every age and background, all across the country. The most well-known aspect of the social work profession is providing direct services or therapy directly to clients. We help guide people to critical resources and counsel them on life-changing decisions. We also advocate for change to improve social conditions and strengthen the social net.

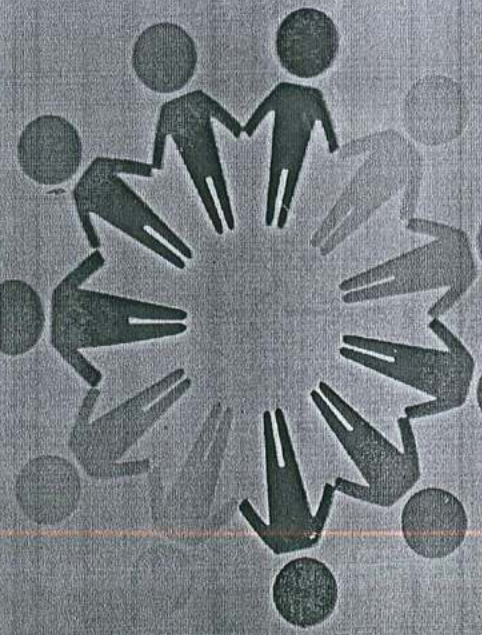
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## Preface

Social work is a practice based profession. In order to search answers to questions raised regarding instructions or treatment effectiveness in social work practice, research is essential. High quality research in social work is important for many reasons. Research may be utilized to evaluate the effectiveness of the practice in which social workers engage and the programs they implement. Development of new knowledge, policies and programs often result from research efforts. Social work research can be important in many ways. When conducted correctly, people are able to begin to understand various individuals, groups, causes and effects surrounding various social issues. Research is the beginning of breaking down walls, which brings about improvement in the lives of others. Social work research is important because the nature of our social world is the starting point for our profession, because much of what we do is in response to social, political, and economic conditions.

Social Work Research is the secondary method of the social work education. The professional social work education is expected to provide theoretical knowledge to the students and develop skills in research work. It is seen that students do have basic knowledge about the social work research but when it comes to transform in the practice they face a lot of problems in presentation, in writing. It is also essential to develop aptitude and value about the research work among the students. Hence, the Research committee of the college has taken an initiative to prepare a uniform pattern of the formats for writing Research Reports for the students. We are very happy to bring this booklet as a ready reference for the students of undergraduate and postgraduate level. This booklet comprises the formats of monitoring of research activity by the supervisor and actual report writing formats from certificate to Bibliography. We hope, this booklet will immensely help the students while writing research report.

**Dr. Chandansingh Rotele  
Dr. Naresh S. Kolte  
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# **Appendix II**

**Published Chapters in Edited Books**





# **AN INTRODUCTION TO SOCIAL WORK**

*Handbook for MSW Course*

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**Dr. Aarti S. Pawar**

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## Human Development Index

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### Abstract:

Since the first Human Development Report was published in 1990, human development was defined as a process of enlarging people's choices and enhancing their capabilities. The present document briefly discusses how the Human Development Index has been proposed as a better way to measure well-being than traditional GDP per capita and how this Index has played an important role in evaluating development.

The present paper thrown light on the concept of Human Development Index (HDI).

**Keywords:** *United Nations Development Programme (UNDP), Human Development Index (HDI), Human Development Report, Human Poverty Index (HPI), Gender Development Index (GDI), Human Poverty Index (HPI), Millennium Development Goals, Economic growth.*

"People will have to be empowered by upholding human rights, ensuring access to justice, promoting inclusion and ensuring accountability."

### Introduction:

Development has been the continuing pursuit of all nations - rich or poor, western or non-western. The growth of industry, and science and technology have accelerated the pace of development, creating progress in many walks of life. The development Debate that began in the 1970s and continue till the end of 1990, raised some very fundamental questions, arguing whether growth is an end or a means. The aftermath of the Second World War was a period of taking stock of this model of development. The world

community adopted the Universal Declaration of Human Rights, celebrating the victory of human freedom and reasserting strongly and clearly that the principal objective of development was human well-being. In subsequent years there followed a series of UN conventions and conferences establishing the principles of people-centered development.

The new debate on development rejected the idea of productive forces, and argued that the people alone are the motive force of development. The contemporary critique of economic development avers that economic growth per se does not lead to human development. Economic growth is important but its nature, character and distribution are equally important. A link between economic growth and human well-being has to be created consciously through deliberate public policy measures, such as public spending on social services and fiscal policy to redistribute income and assets. The challenge is to balance the goals of economic development. The international debate on the changing paradigms of development since the mid-twenties witnessed a significant shift of focus: from economic growth to socio-economic development later, from socio-economic development to human development. The United Nations Development Programme (UNDP) has contributed much to be international economic thinking emphasizing that the purpose of development is human well-being, which was rechristened as 'human development' in 1990 with the publication of the first Human

### Development Report by the UNDP.

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and income per capita indicators. A country scores higher HDI when the life expectancy at birth is longer, the education period is longer, and the income per capita is higher. It is used to distinguish whether the country is a developed, a developing or an underdeveloped country. The index was developed in 1990 by Indian economist Amartya Sen



and Pakistani economist Mahbub ul Haq. The UN report covers 185 member states of the United Nations (out of 193), along with Hong Kong and Palestine; 8 UN member states are not included because of lack of data. The average HDI of regions of the World and groups of countries are also included for comparison. Countries fall into four broad human development categories: Very High Human Development, High Human Development, Medium Human Development and Low Human Development. ([https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_Human\\_Development\\_Index](https://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index))

#### Scope and Coverage:

The Human Development Reports, right since their inception in 1990, deal with the promotion of sustainable human development. While the first report (1990) introduced the concept of human development Index (HDI), later reports dealt with:

1. Financing of human development and the role of the government(1991);
2. International dimensions of financing human development and the role of global markets (1992);
3. People's participation in development(1993);
4. New imperatives of human security in homes, jobs, streets, communities and in their environment (1994);
5. Gender and human development and construction of Gender Development Index (GDI) and Gender Empowerment Measures (GEM)(1995);
6. Link between economic growth and human development (1996);
7. Human development and eradication of poverty and the introduction to Human Poverty Index (HPI)(1997);
8. Consumption standards and human development(1998);
9. Globalization and human development (1999);
10. Human rights and human development (2000);
11. Making new technologies work for human development

- (2001);
12. Deepening democracy in a fragmented world (2002);
13. Millennium Development Goals-the compact among nations to end human poverty; and
14. Cultural diversities in a globalised world (2004).

#### Human development-a comprehensive approach:

Human development is a process of enlarging people's choices. But human development is also the objective, so it is both a process and an outcome. Human development implies that people must influence the processes that shape their lives. In all this, economic growth is an important means to human development, but not the end. Human development is the development of the people through building human capabilities, by the people through active participation in the processes that shape their lives and for the people by improving their lives. It is broader than other approaches, such as the human resource approach; the basic needs approach and the human welfare approach.

Measuring human development is not an easy task, since this concept has many facets. This suggests that any index of human progress should incorporate a range of indicators to capture this complexity. But the problem is that not all countries in the world have relevant and comparable statistical information to do this. In addition, it is thought that too many indicators could produce a confusing picture, perhaps distracting policymakers from the main overall trends. For the previous reason, a composite measure called Human Development Index (HDI) was introduced to measure human development. This index focuses in the three basic dimensions mentioned above using four basic indicators: (1) life expectancy at birth, as a proxy measure of a population's health and longevity; (2) adult literacy rate and combined gross enrolment ratio, as measure of knowledge and We also consider that the HDI has the potential to boost the paradigm of human



development as a priority in the public agenda. An analysis of the three components of the HDI can identify areas requiring policy attention and specific human development strategies can be formulated. The need of data for calculating the HDI can also open new avenues of strengthening the National Statistics System. Education; Finally, (3) GDP per capita at purchasing power parity (PPP) as measure of a decent standard of life.

**How is the HDI useful?**

**National Priorities :** The comparison of HDI of various countries shows which countries are able to combine economic growth with social development and which are falling behind. This helps policy makers set national priorities and active them. Thus the HDI ranking serves as a reality check.

**Potential Growth :** economic growth also depends on human capital information, which in turn depends on investments on health and education. So the HDI can reveal the future potential of economic growth. If a country has invested in human infrastructure, which shows in its HDI, it can accelerate GNP too by choosing proper economic policies.

**Disparities :** The disaggregation of HDI by gender, ethnic groups, class and geographical region helps bring out disparities between various sections of the society. It has enormous policy impact in serving as an early warning system to check it and prepare national development plans to create parity among different sections through special measures necessary.

**Change over Time :** The annual HDI exercises keep track of the changes in a country's development and also the overall change in human development in the world. For example, the majority of world population (73%) was in the low human development category in 1960, but only 35% were in that in 1992. An interesting observation is that the developing countries more than doubled their average HDI between 1960 and 1992 while the developed countries, which already were on high levels, increased theirs by only 15%.

A criticism is that human development concept has been designed primarily by economists and  
Hence, the variables focused on the human aspect of development. It takes the attention away from the social aspects like socio-political institutions, social structures and social aspects, which are not reflected variables selected. However, there is a waste agreement that human development approach is a significant improvement in the way development is perceived and measured, although more needs to be done in future.

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# **AN INTRODUCTION TO SOCIAL WORK**

*Handbook for MSW Course*

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### Social Work As Profession And Its Ethics

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### Introduction:

The Bombay social service league started first part time training for social reformers 1920.

The first full time school of social work was set up in Mumbai (TISS). Sir Dorabji school of social work 1936 recently known as Tata Institute of social sciences new name (TISS) 1961 an autonomous university run by ministry of (HRD, Education, social justice and empowerment) and University grant commission (UGC).

Social work is a recent branch of knowledge which deals with the scientific solution and treatment of the psycho-social problems its main aims is to increase human happiness in general the prime function of social work is to give assistance to individual in regard to the difficulties, they encounter in their use of an organized group service or in their performance as a member of organized group. Social in the modern context is a professional service based on Scientific knowledge and skills. Social work also related with other sciences likes Sociology, Economics, Political Sciences, Psychology Anthropology, Philosophy and Jurisprudence (law) The integrated aspect of social work is to welfare of people the main aim of this is to help the people in one or other way the subject of social work is a profession is a product of 20<sup>th</sup> century which has been greatly aided by the development of responsible professional membership.

### Meaning:

**Friedlander (1955)** : Social work is a form of professional services based upon scientific knowledge and skill in human Social Work



relation, which assist individual alone or in group up to obtain social and personal satisfaction and independence. It is usually performed by a social agency or a related organization

**Indian conference of social work 1957** : Social work is a welfare activity based upon humanitarian philosophy, scientific knowledge and technical skill for helping individual or in group or community to live a rich and full of life

**UN Report by a group of appointed by the secretary general of UN (1959)** : Social work as organic activity that aims to help toward a mutual adjustment of the individual and their social environment. This objective is achieved by the technique and method which are designed enabled, individual up and communities to meet their needs and solves their problems adjustment to changing pattern of the society and by cooperative action to improve economic and social conditions.

**Skidmore** : Social work may be defined an art, science and a profession that help people to solve their problems

Characterarastic of social work:

- 1) It is a professional's service
- 2) It is a helping activity
- 3) It has both publics and privates auspices
- 4) It has knowledge and skill base
- 5) It is based upon humanitarian philosophy
- 6) It has its own methods of services
- 7) It has problem solving function and seek to help to people to meet their genuine needs
- 8) As a subject, social work is scientific as a practice it is an art
- 9) Social work is profession
- 10) Social work is an art science and a profession

**Values of social work:**

- 1) Social work is possible only in human beings

- 1) Individual is a corner stone of the society
- 2) Individual is responsible for his activities
- 3) Social work in only possible on in democracy
- 4) Individual has inherent potential to grow, change and to achieve personal fulfillment
- 5) Social work believe in the importance dignity of man (individual)
- 6) There should be a consideration for the acceptance of differences
- 7) Social work repudiate all ideologies which act against dignity of human beings
- 8) Professional social work believe that misery and suffering are undesirable
- 9) Self reliance
- 10) Integrity

**Principles of social work:**

- 1) Self-determination (decision by the individual)
  - 2) Self help
  - 3) Commons needs of man
  - 4) Acceptance of every man
  - 5) Right to equal participation
  - 6) Right to protection of body and intellect of every one
  - 7) Social respect all the right of all right form, environment and nature
  - 8) Conviction in the inherent worth and dignity of an individual
  - 9) Social work stands against all types of dissimilarities based on the caste, creed, colour sex, language, religion political believes etc.
  - 10) Beliefs in equal opportunity for all
  - 11) Every human being has unique value irrespective of caste religion, status belief etc.
- RNWC** Maintains the individuals right to privacy and



confidentialities'

- 13) Respect the individual goals and responsibilities

### Philosophical & Ethical Assumptions:

The United nation 3rd international survey on training for social work sums of the philosophical & ethical assumptions on which the profession of social work build

- 1) To recognized the worth of the individual human being
- 2) To respect the individual, group and community differences
- 3) To encourage self help as a means to growth in self confidence and ability to assumed Responsibility.
- 4) To accept a professional responsibility to work for the implementations of social Policies
- 5) To provide opportunities for satisfying living.
- 6) To use this professional relationships to help client to become more free and self Reliant
- 7) Service to the needy without any strings

### AIMS /Goals / Objective of Social Work:

- 1) To improve general social condition
- 2) To help poor and rich both
- 3) To utilize better resources of the community
- 4) To make welfare of the individual as well as familie attaining economic problems
- 5) To removes basics causable factors of the problems
- 6) To try for attaining the democratic and human deals
- 7) To makes people self reliant /self dependent /independent
- 8) Help individual to overcomes their problem through own efforts
- 9) Preparing communities to be self reliant
- 10) Ultimate aims of man is development

### Professional approach (philosophy):

- 1) democracy is the natural right of man and is hence an attainment to be aimed at.
- 2) Individual behavior is motivated by subconscious factors that are discoverable and Controllable through the appropriate insight and skills.
- 3) All social problems are ultimately personal maladjustment to environment.
- 4) Social must concern itself with the problem of the individual adjustment to given situation at given times

### SERVICES/TYPES :

- 0 Curative
- 0 Correctional
- 0 Rehabilitate
- 0 Preventive
- 0 Developmental

### Method of social work:

#### Primary/direct

- 1) Social case work
- 2) Social group work
- 3) Community organization
- 4) Social action

#### Secondary /Indirect/supportive /Axillary

- 1) Social work research
- 2) Social work administration

### Profession:

A profession is a vocation founded upon specialized high educational training, the purpose of which is to supply objective counsel and service to others, for a direct and definite



compensation wholly apart from expectation of other business gain.

**Profession** Paid occupation, especially one that involves prolonged training and a formal qualification

**Characteristics of profession:**

- 1) A special body of knowledge
- 2) Special ability of the professional in their area of operation (specialization)
- 3) A system imparting trainings
- 4) Professional organization
- 5) Professional ethics
- 6) Social recognition

**A special body of knowledge**

**Scientific Definition**

**Science** : one method of knowing, Knowledge ascertained by observation, Based on principle and method of science systematic and exact Body of knowledge:

**Three type of knowledge**

- 1) Assumptive
- 2) Hypothetical
- 3) Tested

**Scientific methods**

- Specially Variability
- Definiteness
- Objectivity
- Predictability
- Generality

**Specialization of social work**

- 1) Family and child welfare studies

- 2) Medical and psychiatric social work
- 3) Community development 1) urban community development  
2) Rural community development  
3) Tribal community development
- 4) Criminology justice & correctional social work
- 5) Human resource management - labour
- 6) Youth and development

**System imparting training facility**

Teaching in class room  
social work Methods

case work, Group work, Community organization, social work administration, social work research and social action

Research work

Field work training in social work

**Tools :**

- Self-awareness and the ability to use self in facilitating change.
- Knowledge of the psychology of giving and receiving help
- Use to programme
- Interaction
- Ability to establish professional helping relationships.
- Understanding differing ethnic and cultural patterns, as well as the capacity to engage in ethnic-gender, and age-sensitive practice.

**Technique/skills :**

- Interviewing
- Listening
- Observing
- Questioning
- Supporting
- Education



- Counseling
- Explaining
- Agree/Disagree
- Reviewing
- Reinforcing
- Controlling
- Classified
- Reassume
- Informing
- Advertising

**Professional organizations**

- Association of school of social in India
- Indian association of trained social worker
- Indian association of the alumni of school of social work
- Maharashtra association of social work educator (MASWE) Bombay association of trained social worker American association of social work
- Council on social work education in north America
- International federation of social work international conference of social work
- International association of school of social work
- Association for the advancement of social work with group
- United nation international children education fund (UNICEF)
- International labour organization
- Red cross

**World health organization WHO**

- National institute of public coo-operation and child development
- National Agricultural bank association in Rural Development

- Central social welfare board
- State social welfare boards

**Social recognition of social work**

- University in India
- Decemed university
- Colleges
- Autonomous institute
- Journals, encyclopedia

**Professional ethics**

- Knowledge and application of the Code of Ethics as a guide to ethical practice.
- General understanding of individual and family behavior patterns.
- Skill in client information gathering.
- Ability to analyze client information and identify both the strengths and problems evident in a practice situation.
- The social worker's ethical
- Responsibilities as a professional.
- The social worker's ethical responsibility
- To the social work profession.
- The social worker's ethical
- Responsibilities to the broader society

**Utility and scope of professional social work**

- 1) All human beings
- 2) Communities such as 1) rural 2) urban 3) tribal
- 3) Societies
- 4) Publics Assistances
- 5) Social insurances
- 6) Industry
- 7) National /International social services



### Scope of social work profession

- Research administrator
- Group facilitator
- Woman & Child welfare
- Data analysis
- Child welfare officer
- Community psychology
- Evaluator
- Marriage and family counselor
- Administrator
- Therapist
- Professor
- Academician
- Public policy maker
- Media consultant
- Management trainee
- Personal relation officer
- Community organizer
- Statistical consultant
- Market researcher
- Social welfare officer
- Industrial social worker
- Superintendent in govt. ashram school
- Extension officer
- Tribal commissioner
- Counselor in court, crime and education

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social work in India  
social administration



# The COVID-19 Pandemic and the "New Normal" World Beyond



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**DIGITALISATION: COVID-19 AND POST COVID CHANGING  
SCENARIO IN HIGHER EDUCATION IN INDIA**

**Dr. Madhukar Janrao Nikam**

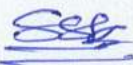
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**Introduction**

Covid-19 is an opportunity to transform the higher education system. Institutes and universities should utilize this opportunity to transform it. Curriculum design, collaborations, skill development and faculty involvement all should focus on internationalizing higher education. We don't know what lies ahead in future for the million youngsters. As painful and stressful a time as this is, it may fashion a long overdue and welcome rebirth of our education systems. The pandemic has been a great leveller in a way, giving all stakeholders' educators, learners, policy-makers and society at large in developed and developing countries a better understanding of our current education systems vulnerabilities and shortcomings. It has underscored how indispensable it is for our populations to be digitally literate to function and progress in a world in which social distancing, greater digitalization of services and more digitally-centred communications may increasingly become the norm. More fundamentally, COVID-19 is causing us to challenge a deep-rooted notion of when, where, and how we deliver education, of the role of colleges and universities, the importance of lifelong learning, and the distinction we draw between traditional and non-traditional learners. COVID-19 has struck our education system like a lightning bolt and shaken it to its core. Just as the First Industrial Revolution forged today's system of education, we can expect a different kind of educational model to emerge from COVID-19. A paradigm shift is a radical change in the core concepts and practices of a





given domain discipline or field. Paradigm shifts can occur at any of these levels and may cut across these levels. The field of education, at both the basic and higher education levels, has undergone tremendous change since long past. This change has been precipitated by unprecedented demand for high quality and meaningful education at all levels across the globe.

According to Dr Francisco Marmolejo, advisor to Qatar Foundation in India, during his Webinar, held by the Jio International Institute, India, "higher education should be re-designed. It should be flexible, more innovative, more international but more locally connected and socially responsible, more collaborative and less risk-averse. Innovative models should be introduced. Universities/institutes could be online- providing internet-based flexible offerings (open universities); traditional learning with hand-on work; collaboration with other schools. Of course, there are challenges one has to face at the initial stages: e.g. leveraging technology to deliver better and more inclusive education, contributing to digital economy and society and responding to global demand but shifting demographics. Faculty play the most important role in such a system. According to Dr Francisco, true international engagement comes with curriculum integration and active participation by the faculty. Faculty need to be motivated and actively involved in curriculum integration."(1)

Many disciplines and fields are now multidisciplinary, interdisciplinary and cross-disciplinary. There are varying degrees of overlap between the different domains, disciplines and fields and any analysis should therefore consider the different levels and types of knowledge and their intersections. For instance, according to university world news, "the fields of education, medicine, engineering, business and technology cut across several disciplines from the different domains. Indeed, many of the problems and issues facing humanity today are so large and complex and global in scope, they require a diverse team of experts that can apply a multi-perspective view that uses knowledge and skills from different domains, disciplines and fields."(2)

Online education does not mean without laboratory experience to students. Skill development needs laboratories/workshops. There could be

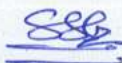


centres across the countries to support skill development activities. These centres could be institutes, colleges, universities. On the research front: it is all collaboration and not competition. Projects needs to be designed through collaboration so that laboratory/research facilities could be shared. This will lead to strong centres of research laboratories

### **Factors Associated With Paradigm Shifts and Opportunities**

The concept of paradigm shift comes mainly from the work of Thomas Kuhn in the context of revolutions in natural science. This concept is now used more broadly to describe fundamental changes that occur in any domain, discipline or field. When a paradigm shift occurs, the worldview that previously dominated the domain is altered or even replaced with a new worldview. *"A paradigm shift causes the entire domain to think and act in new ways. Paradigm shifts may happen relatively quickly (that is, in a revolutionary way) or they may happen relatively slowly (that is, in an evolutionary way) or they may be both revolutionary and evolutionary in that the change occurs over a long period of time but is punctuated by periodic revolutions. The latter phenomenon is perhaps more typical of paradigm shifts, especially if the field is highly diverse in which case the different parts of the domain may not change to the same degree or in the same ways."*(3)

Paradigm shifts may be the result of new knowledge being introduced into the domain through new evidence or as a result of new ways and opportunities of conceptualising or thinking about a problem or as a result of fundamental changes occurring in society (for example, major technological inventions like the printing press in the 15th century or computer technology in the 20th century or major political-economic-social changes like the industrial and democratic revolutions of the 18th century). Even when the above change factors exist, change may be inhibited due to different reasons like: 1) fixed mindsets that oppose all change, 2) organisational and institutional inertia, 3) autocratic, suppressive and other anti-democratic practices that resist change for the better, and 4) monopolistic, structural and socio-economic barriers to change.



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## Higher Education Changing Scenario and Challenges

The primary macro forces driving the demand for higher education include: 1) the globalisation-internationalisation process, 2) political-legal educational reforms, 3) changes in the socio-economic landscape, and 4) technological innovations. As a result of these macro forces, higher education has experienced the following macro and micro level factors: 1) the emergence of universal access to higher education, 2) the emergence of more effective forms of teaching and learning, and 3) the emergence of a rights-based approach to higher education. As a result of these forces and factors, three major paradigm shifts have occurred in higher education in recent years: 1. The development of lifelong learning as a human right, 2. The global democratisation of knowledge, and 3. The development of the global knowledge society. These changes are challenging higher education leaders, faculty and researchers to fundamentally rethink the nature and purpose of higher education and thus, how it should be provided. As a result, some educators now believe that higher education needs to be reconceptualised from a humanistic and human rights perspective. Equity as the foundation for all education.

This pandemic has brought the world to stand still and it will affect the Indian Higher Education as well as social distancing and severe lockdowns across the globe has forced people to find innovative ways to do their routine jobs. One of the first measures taken by the Indian government was to close the educational institutions for the safety of students, teachers, and their families. No doubt, the steps taken by the government were necessary and brought in the right direction to stop the further spread of the virus in the country. Students were asked to leave for their homes, and teachers are expected to carry on the classes through suggested online channels.

Current crisis is going to revolutionize the education sector, with teachers becoming accustomed to conducting online sessions and students on their toes to make the most of it. However, few also question the learning effectiveness of the same. Many people feel that listeners are less active during online sessions and are more distracted with their surroundings. Enough has already been discussed on various online platforms regarding the benefits and



drawbacks of online teaching being conducted across the globe. Most academicians also believe that this could be a temporary fix and that we will have to go back to traditional classroom settings sooner than later. A lot has been discussed in and around higher education institutions in the past few weeks on how to proceed with the academic calendar. Already the classes have been conducted through the various platforms, and some of the institutions have even explored the option of conducting online examination so that to remain on track. However, there are specific concerns, and of course, a lot can be done to enhance the overall learning experience and certain measures that HEIs can take during this period to have a lasting impact in the long haul even after the present scenario is over.

### **Experiment with Courses, Programs and Curriculum and Need to Improve in Digital Infrastructure to Support Teaching and Learning:**

The first and foremost concern is to finalize the length of various courses and programs to be conducted through online platforms. This crisis has provided institutions with a unique opportunity. They can sit back on their drawing table and redesign their curriculum from scratch which is teacher-student friendly. They have an option now; more and more students are accustomed to online learning. Organizations can adopt an agile approach to education now. They can identify courses (or part of courses) that requires very less classroom discussion or personalization. These courses may be recorded and stored in an institutional repository and can be made available to students.

There has been a long debate that which platforms should be used for online teaching, with virtually every available platform showing certain limitations. The very first step for any institution today is to bring in standardization as far as an online platform for teaching is concerned. This is extremely important and challenging to impart confidence among its students as well as educators. The move becomes exceptionally essential for courses in performing arts, engineering, biomedical sciences, etc. The possibility of setting up digital labs for teaching courses like science and engineering is of utmost importance.

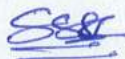


One of the most underrated challenges that we face today is the readiness of faculty members to conduct online sessions. Just because someone is an excellent classroom teacher does not automatically make him/her an excellent online educator. The tools we can use inside a classroom are not available to us online. The quality of interaction a teacher can facilitate in physical space is not feasible in virtual classrooms. Whether they ask for it or not, it is the responsibility of the institution to ensure their educators are equipped with the necessary skills to conduct online sessions effectively. Learning platforms, knowledge repository, cloud services, etc. would account for more expenditure than physical space and infrastructure. Of course, the fee structure will demand a significant change as well. Finding the right balance would be a significant challenge for a few years.

### **Role of Teacher and Role of Students and Parents:**

The most significant challenge today for any online educator is that of the low student engagement. Most of the online sessions suffer from ineffective discussions and lack of discipline. There is a noticeable decline in one to one communication between the teacher and students, making the sessions not only uninteresting but uninspiring to even the brightest students otherwise. Here the faculty members have to realize that these sessions could only be practical if they start focusing more on content delivery rather than information delivery. The use of technology, such as simulation, is necessary to make the sessions interactive.

Another significant role that an educator has to take up is to mentor his students. Virtual learning not only increases the physical distance between the teacher-student dynamics, but it also impacts the psychological distance between the two. Understanding individual needs become all the more critical now as these individuals would not even have the luxury of peer support, as they would have in a traditional classroom. An educator needs to have more empathy towards students, mentor them, encourage them to perform better, and, most importantly, help them with their personal/social struggles. Besides the designated online sessions, teachers will have to work extra hard to find a medium to connect with their students to know them at a personal level.





The most crucial task that faculty member engaged in online learning would have to do is to find ways to encourage peer learning. Peer learning is a vital aspect of traditional classrooms. The feeling of competition and a sense of collaboration among students teach them some of the most valuable lessons professionally and personally. Virtual learning deprives them of this experience. The teachers will have to design some activities and assignments that promote learning among the participants.

Students also have an added responsibility in these circumstances. The first thing they need to remind themselves is to focus on developing competencies. These sessions cannot be just a tool to score some marks in exams. Information is readily available on the internet for free. It is important to develop skills and competencies. Whether one wants to become an entrepreneur or to seek a job in corporate, skills and competencies is what is going to make it happen. The key here is to participate in the sessions, asking relevant questions actively, and applying the learning in the real world. Self-discipline is the key to success should be the current mantra for every online participant.

Parents, too, can play a significant role in the environment of virtual learning. It is important for both parents and students to undergo a change in mind set face the primary problems and create opportunities. Parents must encourage the children to take the online sessions seriously, and there should be a proper schedule of activities. There would be several challenges in the journey for both the learners and educators, but if done right, the current challenges will lead to better opportunities to shift smoothly.

Barbara Daviet uses the conceptual model to illustrate this perspective: Equity Variety of providers with the state as guarantor of equity  
*"Since no one institutional type can possibly meet the educational needs of all students and all segments of society and the economy, it seems clear that a diverse set of institutional types is more suited to addressing those different needs. Thus, the principles of equity and inclusion serves as the basic foundation for a diversified higher education system to meet 1) the wide-ranging needs of a pluralistic democratic society, 2) the demands of an ever-changing economy, and 3) different individual preferences. If done right, the*



*new hybrid of in person and online learning could allow more students to enrol at universities because of the convenience of place, time, and learning pace shift. While we could potentially see fewer students who are physically on campus, we could also witness higher graduation rates, because students learning virtually will have the ability to listen, relisten, and slow down an online learning module until comprehended. New uses for digital platforms and communications channels, Changes to work flow and learning cadence, pace, and time frames, New individual and systemic approaches to resilience and preparedness Imperatives around human connection and innovation around achieving this Support services (advising, counseling, mental health, financial, etc. (4)*

In this concern Dr Ashwini Kumar Sharma, Pro Chancellor, Vijaybhoomi University strongly argue *"We need to allow for our universities to not only address the crisis at hand, but also to plan for a long-term vision to evolve the higher education environment while looking to a future state of a more blended learning experience. If we take the best practices we have learned from institutions that have successfully implemented blended learning programs, harness the knowledge base within our university system, and amplify the impact for our future generations of workers, this would be a true paradigm shift in higher education that would transform its trajectory for generations to come."*(5)

A key aspect of coping with Covid-19 is to ensure that services are being delivered to whatever extent possible. While for professionals across industries it has been an easier transition as many of them work on their laptops and smart devices even in office. They can simply plug in at homes now. Of course, what is missing is face to face, personal communication which will get restored as and when things are back to normal. But students have had to make far bigger adjustments as learning has always been in classrooms which they cannot go to now. Besides many of them may not be that well equipped with technology tools to avail of remote learning. Here the Digital India vision of the government is emerging as a vital instrument for solving the present crisis due to Covid-19.



## Adoption of Digital Platform: Need Of Time or For Time Being:

The lockdown has accelerated adoption of digital technology. Business houses, educational institutes, analytics, computer, data management methods and online education solutions have been forced to work in tandem and improve in quality and delivery time to handle such situations. This is an ideal time to experiment and deploy new tools to make education delivery meaningful to students who can't go to campuses. It's a chance to be more efficient and productive while developing new and improved professional skills knowledge through online learning and assessment. It is also a fact that use of technology in education is resulting in different concepts in the system, for instance the move from teacher-centric education to student-centric education. The digital education is an important link between course content, educationists, technology and course-takers. Democratization of technology is now an important issue, comprising internet connectivity, telecom infrastructure, affordability of online system, availability of laptop/desktop, software, educational tools, online assessment tools, etc. But it is a fact that technology-based education is more transparent and does not make difference in front vs. back benchers or girls vs. boys.

Looking at this challenge of colleges and schools being shut, government of India, as well as state governments and private players have regularly been publishing information on various initiatives undertaken by ministries like MHRD, Department of Technical Education, NCERT and others to support and benefit youth/students. A few of the initiatives are SWAYAM online courses for teachers, UG/PG MOOCs for non-technology courses, e-PG Pathshala or e-content containing modules on social science, arts, fine arts, natural and mathematical science, CEC-UGC YouTube channel, Vidwan – a database of experts who provide information to peers and prospective collaborators, NEAT – an initiative by AICTE based on the PPP model to enhance the employability skill among students, in collaboration with Education Technology Companies and National Digital Library (NDL), a repository of learning resources with single window facility. Many noteworthy initiatives have been taken up like Spoken Tutorial, Free and Open Source Software for Education (FOSSEE), e-Yantra, Google Classroom, Zoom meet and so on.



## A New Era of Technology in Teaching, Learning and Evaluation:

Going forward, the use of technology in teaching learning and evaluation will lead to a new era wherein the best of faculty will be available from across the globe to students. Education quality will be gauged not just by the quality of faculty but will also have quality of institutions infrastructure and familiarisation of the faculty with digital teaching technologies as important parameters. Dr. Ashwini Kumar Sharma, Pro Chancellor, Vijaybhoomi University aptly wrote "*The physical infrastructure of academic institutions will have less impact on the quality of education and thus directly on the cost of education. Review meetings, parent-teacher meetings, subject conferences will be location agnostic. The real vision of the new education policy for liberal education will get executed. It is possible that in times to come, a student may be allowed to carry out courses from any College/ University based on quality of teacher and fees for the course irrespective of his location and finally will get degree from the home university where he / she got registered or from the university where he has taken maximum courses, resulting in a balance of economics of good education. For all this to be a reality, a drastic change in thought process is required in the mind- set of policy makers, authorities, students and specially educationists. Faculty selection should gradually be linked to technology friendliness and keenness for technology adoption. Similarly, accreditation parameters, criteria need reconsideration. All these steps will help strengthen the country's digital learning infrastructure in the long run. Covid-19 has only accelerated adoption of technologies to deliver education.*" (6)

In response to combat coronavirus pandemic, we witnessed a desperate rush by colleges and universities trying to complete the last academic year through an online route. Not only teachers but students were suddenly put to a new environment to continue the teaching-learning process. There was unavoidable haste in implementing virtual learning module for completing the syllabus and in rare cases, internal examinations too. No one was comfortable with the idea of hurried implementation of virtual classes as there was no adequate time for training in times of crisis. The sudden shift of all lectures, laboratories and examinations to a virtual module resulted in a potentially unsatisfying experience both for the teacher and the learner. Thus,





there is a need to critically understand the various challenges faced during the initial phase of virtual shifts to find solutions to the problem at hand. Though the current situation gave a slim opportunity for rigorous virtual teaching when the crisis finally recedes it shall be irresponsible of us to not learn newer realms of online content delivery.

Digital friendly classrooms will be the first requirement for teachers in universities and colleges for conducting lectures. For a typical virtual class, everyone needs fast, seamless internet access, uninterrupted electricity and a desktop or smartphone. For teachers, there is a sudden urge to innovate ways to incorporate different styles of learning and examining students. The use of live lectures, educational videos, animations, quizzes and project-based learning is called blended learning; the need of the hour. Teachers equipped with basic internet connectivity can record their lectures and upload them on secure online platforms preferably on their institutional website. These recorded lectures can be viewed offline by the students. Speaking of showcasing videos should not replace actual lecture content; otherwise, the sole purpose of blended learning is a failure attempt.

Online learning has one major disadvantage which is of impact-based learning. In a typical classroom, teachers pose questions or pair students into groups. Students discuss amongst their peers and arrive at answers. This is not the case in a virtual class, where students may Google out answers with little to no thinking. Virtual classrooms rob the thinking capabilities of a student. Many suggest that we can play with the time factor, but that just negates as every student has varying learning pace. As human beings, we need to 'see,' 'hear,' 'feel,' live discussions that happen only in a classroom. Many can argue that there are universities that are promoting artificial intelligence-aided teaching with the robotic instructor and proactive digital intervention that analyses classroom engagement. So, teachers must ensure student identity affirmation, locking virtual lecture post collecting attendance and interactive Q/A sessions. Hence, it is necessary that students have access to virtual hand-raises and every doubt is cleared in the session. The limitation of this method is that lecture timings usually last to merely an hour and the teacher may have back-to-back classes. This makes it difficult to answer every question of students. The remedy for this lies in collecting feedback after every session of



content delivery, say a Google forms, in which a column can be put forth to add student doubts.

### **Digital Platform and its Tools for Blended Teaching and Learning**

The current scenario has highlighted the gaps in an education system that is heavily dependent on the presence of students and teachers in the same place at the same time. The system is based on the concept of face to face, direct instruction, where contact time between student and teacher plays a significant role in what is recognised as learning. The University Grants Commission (UGC), which is India's higher education regulatory body, has framed regulations for minimum standards for quality teaching. Some of these provisions are 180 days of teaching in a year, 30 hours of teaching in a week, 75% attendance in theory and practical classes and specific credit value for courses that are offered over 15 weeks in a semester, excluding admission, examination and time for other co-curricular activities.

These regulations have certainly been breached and questioned during COVID-19. For this reason, the UGC appointed a committee to investigate the issues of examinations and the academic calendar in light of the pandemic. The committee has submitted its report and the UGC regulations will reportedly be amended to make provision for the unprecedented situation we are facing. The committee believes that some universities lack the technology infrastructure needed for online teaching and online examinations. Indeed, recommending a one-size-fits-all approach and expecting every teacher to teach online is incongruous if we consider issues of equity and inclusion. Based on advice from different quarters, many institutions have started using synchronous online tools for teaching and are using the tools intuitively. Despite their lack of training, several teachers have tried using Facebook Live, Google classroom, Zoom, Webex, Microsoft Team. You Tube, videos etc., to teach and to learn.

Now time has created an atmosphere for technology-enabled learning in higher education in India. It is time that policy-makers and educators took advantage of the current situation to reform Indian higher education and create a resilient system that supports equity, excellence and expansion. The UGC



committee falls short of thinking beyond the current crisis and recommends that, moving forward, just 25% of the syllabus should be taught online. We have to rethink what kind of higher education we need in India. The Ministry of Human Resource Development is in the process of formulating a national policy on education. It is therefore timely that we discuss the nature of teaching and learning in the 21st century in India.

Indian educators are not alone in the current crisis. While there is no need to emulate the practices adopted in high-income countries, there are lessons we can learn and improvise. India is better prepared than most other countries to integrate Information and Communications Technology (ICT) more effectively and adopt blended learning. Already huge amounts of digital educational resources, such as the Consortium for Educational Communication's undergraduate e-courses, INFLIBNET's e-PGPathshala, SWAYAM MOOCs and NPTEL courses, are available to be used by teachers and students. With the UGC's focus on integrating ICT in teaching and learning by 2022 as part of its quality mandate, Indian higher education could take the next leap and consider 'blended learning' as a policy to deliver teaching and learning.

Blended Teaching and learning is an approach to systematically mix face-to-face teaching with online learning, where the online component can be delivered through both synchronous modes and asynchronous modes, where people learn in different locations at different times. Blending can also happen at three levels – at an institutional level, at a programme level and at a course level. Ideally, some of the courses (those with practical and skills components) can only be taught face-to-face, while others can be delivered either in blended or completely online mode. A blended course experience will not have the 90 hours of contact time expected in a six-credit course over 15 weeks. The overall student experience can be divided into several activities carried out face-to-face or online.

Assuming that a blended course will have 50% direct contact, the balance of hours can comprise videos, discussion forums (contributing to meaning-making and knowledge construction in a social environment), online quizzes, assignments and online reading resources as per requirement of the



course. Adopting blended learning as a policy in Indian higher education institutions could also help to reduce the unreasonable focus on examinations, paving the way for continuous formative assessment and use of alternative assessment methods recommended by the UGC committee report. Technology is turning education from teacher-centric education to both teacher and student-centric education. Virtual classrooms and various online tools today allow us to make the engagement between the teacher and students as close to a real, in-classroom like experience, as possible. Technology-based education makes the education system more transparent and equal. Digital education needs a balanced coordination between course content, educationists, technology and course-takers and it can only be successfully implemented with the availability of basic amenities like internet connectivity, availability and affordability of online systems, PCs, laptops, software, etc. Nonetheless, we can't deny the fact that here in such extreme situations; COVID-19 has only accelerated the adoption of technology to make quality education accessible to everyone.

Interestingly, UGC regulations on minimum standards in teaching and learning also allow *"universities to adopt term papers, projects, field work, seminars, etc., as methods of assessment, leaving this to universities' boards of studies and academic councils. Wherever possible and suitable, online examinations could also be conducted using proctoring tools. Recently, the issue of lack of bandwidth for online learning has been a matter of debate. We need to think of ways to improve access to the internet by zero rating of data for educational platforms and by providing support to both students and teachers to have access to computers and the internet for teaching and learning."* (7) The pandemic has been working as a catalyst for the educational institutions to grow and opt for platforms and techniques, they haven't used before. The times are changing, and the theories have always pointed out towards the survival of the fittest. Surviving these crises with a different approach and digitising the sector are the two elements which will get the industry through the storm and wash away the blues of the pandemic.

## Conclusion






There is a need for a paradigm shift and changing in our thinking about teaching and learning to create an enabling environment for learning with technology. Teacher capacity is key, but we must also change our mindset about teaching and learning as just a same time, same place activity. The adoption of smart classroom systems by institution is transforming the traditional education system. The sudden switch is not only limited to private schools but even a number of government schools have started running smart classes. Though the crisis is devastating, it is making our schools and even colleges, technologically advanced. No doubt, students and teachers have had to make bigger adjustments as learning has always been in classrooms. Moreover, many of them are not well equipped with technology tools to avail of remote learning. Large institutions with diversified program offerings reported a shift in demand, away from engineering courses to arts, commerce and science. Even demand for the Ph.D. program has increased as the degree has been made a mandatory qualification for academic staff in higher education by the University Grant Commissions.

This is the right time to strengthen online education to be prepared for any future pandemic situations. The entire education system has to undergo change with the active involvement of faculty. Institute should now go global and be part of the international or global education system. The strength of this system lies in the faculty that an institute nurtures. Faculty need to change their mundane teaching methods and adapt to evolving technology-centred teaching. The faculty should establish themselves as competent individuals who can deliver what the students expect. To establish faculty should be active in research and research publications and gain experience or skills in online teaching. In a way, the learning institutes become virtual institutes. Every student's home becomes his institute.

Digital education has now become main stream, unlike previous year when it was just a one-time event. We have already seen working professionals accepting the paradigm shift and switching gears to the online model. Firstly, it brings the flexibility of doing the programme without having to quit the job. This indeed has a higher uptake among working professionals, especially amid the chief wage earners. Secondly, affordability; online degrees can be offered at 1/10th the cost of the same offline degree, with much more domain-specific

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and detailed knowledge, along with industry-relevant skill sets that will help any professional to transition in their career. Thirdly, the coronavirus pandemic has proved the robustness of the online model, while offline has come to a standstill. The choice here becomes pretty much clear.

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# The COVID-19 Pandemic and the "New Normal" World Beyond



**Chief Patron**  
**Dr. Chandansingh P. Rotele**



# Orange



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## Chapter-14

### COVID-19 Pandemic: Impact on Poverty

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#### Introduction:

Poverty is the state of being poor. Narrow definition of poverty is indicated as lower standard living of people. Broad definition is that it is a condition in which an individual is not in a position to enjoy minimum standard of health and cannot afford to have even basic necessities of life. As per Goddard, poverty is insufficient supply of those things which are requisite for an individual to maintain himself and those dependents upon him in health and vigour.

Below Poverty Line is a benchmark used by the government of India to indicate economic disadvantage and to identify individuals and households in need of government assistance and aid. It is determined using various parameters which vary from state to state and within states. The present criteria is based on a survey conducted in 2002. Going into a survey due for a decade, India's central government is undecided on criteria to identify families below poverty line. Internationally, an income of less than \$1.90 per day per head of purchasing power parity is defined as extreme poverty. By this estimate, about 12.4% of Indians are extremely poor. Income-based poverty lines consider the bare minimum income to provide basic food requirements; it does not account for other essentials such as health care and education.

Criteria are different for the rural and urban areas. In its Tenth Five-Year Plan, the degree of deprivation is measured with the help of parameters with scores given from 0-4, with 13 parameters. Families with 17 marks or less (formerly 15 marks or less) out of a maximum 52 marks have been classified as BPL. Poverty line solely depends on the per capital income in India rather than level of prices



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last week. The recommendation, which comes just ahead of the budget session of Parliament, is expected to generate fresh debate over the poverty measure as the committee's report has only raised the bar marginally. Based on the Suresh Tendulkar panel's recommendations in 2011-12, the poverty line had been fixed at Rs 27 in rural areas and Rs 33 in urban areas, levels at which getting two meals may be difficult. The Rangarajan committee was tasked with revisiting the Tendulkar formula for estimation of poverty and identification of the poor after a massive public outcry erupted over the abnormally low poverty lines fixed by UPA government

#### **COVID-19 Pandemic and Impact:**

As the COVID-19 pandemic has put companies out of work, and transitioned the workforce online, employment trends have rapidly shifted, as well, according to a new report from Monster. The novel coronavirus has made remote work the new normal, especially as global health concerns are mandating stay-at-home policies in many states.

#### **Job Security:**

According to data from job seekers and recruiters, most employers (58%) report fears about the job security, and even more (67%) of employers report these concerns. Active job seekers represent 34% of the workforce, but express concern about success. And about half (46%) of workers expect their employment to alter in the wake of COVID-19, whether by switching to remote work, "increased health and safety protocols (either formally or personally enforced), residual emotional impact", the report states.

Stress is impacting workers: Of nearly 7,000 US employees, 73% have reported mental stress symptoms such as nightmares, loss of focus, depression, anger, according to the report. Physical symptoms have also been reported for nearly a third (27%) of workers, such as weight fluctuations, back pain and sleeplessness. [www.ncsl.org/.../labour-and-employment](http://www.ncsl.org/.../labour-and-employment)

The analysis has been updated based on the growing spread of the pandemic to low-and middle-income countries. COVID-19 is taking its toll on the world, causing deaths, illnesses and economic despair. It may be pushing about 40-60 million people into extreme poverty, with our best estimate being 49 million. Global poverty will increase because of COVID-19 is challenging and comes with a lot of uncertainty. COVID-19 is likely to cause the first increase in global



### **Limited Access to Reproductive Health Care during Crises:**

There are evidence from previous epidemics suggesting disease outbreaks significantly limit availability to reproductive health care and family planning, while resources are diverted to address the crisis.

#### **Job Instability Perpetuates Poverty:**

The world's poorest people hold insecure jobs, with little protection, in unsafe condition and lack access to health care. People living in poverty who survive COVID-19 but miss work due to quarantines or other measurements are also likely to lose health care employment benefits.

#### **Poverty in India:**

In general terms, poverty is the denial of opportunities to lead a long, healthy, creative life and to enjoy a decent standard of living, i.e., the basics of a modern life are denied to the people: these basics include education, health care, housing water electricity, old age support, and the like. The Indian Government has now developed a greater consciousness, awareness and realisation of the fact that a good caring of human resources would lead to a sustainable growth. In the last few years when India's economy has begun to take off, if not fly, some achievements have begun coming in. According to the Economic Survey 2000-2001, 26.1% Indians are impoverished. Since 1973-74, poverty has been diminishing.

Distribution of poverty varies from state to state. The following are some facts:

10% Goa, Haryana, Himachal, Jammu & Kashmir, Punjab, Daman/Diu, Delhi.

20% Andhra, Gujarat, Karnataka, Kerala, Mizoram, Rajasthan, Lakshadweep, Dadra/Nagar Haveli, Andaman.

30% Maharashtra, Manipur, Tamil Nadu, Bengal, Pondicherry, Arunachal, Assam, Madhya Pradesh, Meghalaya, Nagaland, Sikkim, Tripura, Uttar Pradesh

50% Bihar, Orissa (Arora, 2011).

#### **Poverty: Indicators and their Relationship:**

The poverty headcount index is the percentage of the population living in households with consumption or income per person below a commonly agreed poverty line. Trends in the poverty headcount index are determined by trends in the number of poor persons (the numerator) and by population trends (the denominator). If the growth (or decline) in the number of poor persons is proportional to total population growth (or decline), the



The impact of these phenomena partly depends on the initial level of income, inequality and population growth; in highly unequal or very poor countries, an initial change in income levels or income distribution has a much stronger impact than in richer, less unequal countries. Empirically, their effects on poverty differ significantly across countries—even among countries with similar levels of income. Clearly, political, social and economic factors other than income per capita, income distribution and population growth are at play.

Although global trends are informative, they tend to conceal significant diversity in poverty levels across regions. The transformative power of sustained economic growth combined with urbanization trends has propelled some countries to middle-income status (particularly those in East Asia) while a few others are poised to join the high-income status group. For other regions, the lack of strong and sustained economic growth and persisting income inequalities have meant that the number of poor people continues to grow. Consequently, the spatial distribution of poor people within and across regions is changing. Before examining what is happening to levels of poverty across regions, it is important to determine where poor people live. One way to do this is to compare the share of poor people living in each region.

Poverty is one of the biggest problems in India. There are many ways of defining and estimating poverty in a country, such as India. For example, the Tendulkar Committee in India based its calculations of subsistence level on the requirement of cereal, pulses, milk, edible oil, non-vegetarian items, vegetables, fresh fruits, dry fruits, sugar, salt & spices, other food, fuel, clothing, footwear, education, medical (non-institutional and institutional), entertainment, personal & toilet goods, other goods, other services and durables. Hence, as per Tendulkar Committee methodology, the national poverty line (in Rs per capita per month) for the year 2011-12 was calculated at Rs 816 for rural areas and Rs 1000 for urban areas. Using this methodology, the National Sample Survey Organisation estimated poverty at 21.9% of the population (269 million) in 2011-12. That means in the category of poor fell the people whose daily income was less than Rs 27 a day in villages and Rs 33 a day in cities. On the other hand, the subsequent Rangarajan Committee pegged the poverty line at Rs 32 in rural areas and Rs 47 in urban areas. On this basis, the number of poor living below the poverty line in India in 2011-2012 was revised to 29.5% of the population (363 million).



exclusive of the people it is assessing, as it does not take their opinions into account.

The food indicator of the BPL method counts the number of meals a family has and completely ignores the quality and nutritional factors. For instance, if an individual eats by begging on the street or picks up food from garbage, he or she still earns four points. There is an emphasis on school attendance as an indicator of better opportunities; quality of education and skills is ignored measuring poverty. Physical and mental disabilities are also factors that the BPL does not take into account. As government records show, there are a total of 11.31 lakh disabled people in the state of Madhya Pradesh, 8.9 lakh of which live below the poverty line; yet only 3.8 lakh receive government help in the form of social security pension.

In order to become a beneficiary of the BPL and receive benefits like the Public Distribution System, the government requires identification documents and a permanent address. For families that are homeless and reside on pavements and parks, they have no means of obtaining ration cards and cheap food grains. They are essentially denied their rights as citizens and left vulnerable in a critical situation.

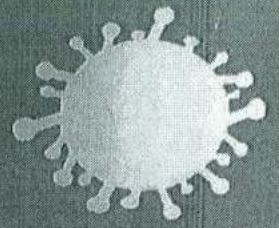
**Conclusion:**

The extent and severity to which the COVID-19 coronavirus pandemic will impact the fight to end extreme poverty is still unknown, but it is expected that the crisis will devastate the world's most vulnerable people. The virus is already disproportionately impacting the poor in wealthy countries, where the most known cases are concentrated. Experts are urging the world to prepare to lend extra support to low-income countries to address the pandemic.





# The COVID-19 Pandemic and the "New Normal" World Beyond




**Chief Patron**  
**Dr. Chandansingh P. Rotele**



# Orange



**Editor**  
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**ORANGE CITY COLLEGE OF SOCIAL WORK,  
NAGPUR (INDIA)**

***International book publication on***

**THE COVID-19 PANDEMIC AND THE "NEW NORMAL"  
WORLD BEYOND**


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## Corona Pandemic: Plight of and Stress on Police and Remedies

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### Introduction-

As states and local governments declare shelter-in-place orders and shut down non-essential businesses, law enforcement officers will need to enforce these rules and disperse crowds of people at gatherings and other events. There is some apprehension that enforcement actions could require detention and fines, which could raise additional public safety and civil liberty concerns. Local government officials' understanding of the critical role law enforcement plays in their community will shape the effectiveness of the local government's plans to slow down the spread of the COVID-19 virus.

State and local government's policies related to COVID-19 should be clearly communicated to all local law enforcement officers. Local law enforcement leaders should clearly establish how officers are to interact with the community and enforce the rules. Officers should be prepared to answer questions about testing kit availability, travel restrictions, quarantine and isolation, and personal safety measures (including who the public should call for such information). The role of law enforcement should be focused on informing the public about the current restrictions and encouraging individuals to comply with the state and local emergency health declarations.

City leaders need to work with their law enforcement leaders to make sure officers have clear guidance on the proper procedures regarding the isolation and detention of infected community members. Law enforcement officers should be provided information about how to detain or isolate a person who is perceived as having an infectious disease, including how to handle

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situations when a person fails to comply. Policies should clearly stipulate how to handle arrests. Law enforcement may also need to identify a location other than the local jail for detention and isolation of individuals who do not comply with health emergency declarations. These locations should ensure that social distancing guidelines are followed.

Local officials should also understand the considerable risk law enforcement officers face in potentially being infected by the COVID-19 virus. Like health practitioners, law enforcement and other first responders will most likely encounter an infected individual. In addition to potential hazards related to contracting the COVID-19 virus, law enforcement officers could also experience considerable stress during this time. Increased pressures and continued obligations outside of work, along with the potential of family members falling ill, will create stress, fear and anxiety. Law enforcement agencies should have in place a plan for critical incident stress management to address officer physical and emotional well-being and provide support services for officers and their families. Law enforcement officers should also be encouraged to develop personal plans in case they are required to be away from their families for extended periods of time.

It is critical that law enforcement agencies develop a contingency plan for potential staffing shortages as a result of the spread of COVID-19. Unfortunately, smaller and more rural law enforcement agencies may not have the backup number of officers that are needed if one, two or more officers get infected. Consideration should be given to alternative staffing methods, such as shared service provision with neighboring agencies, swing shifts, mandatory overtime, cancellation of leave and non-essential travel, and repurposing of officer flex time. It is important to cross-train personnel for temporary duty reassignment to assure proper coverage of essential duties. The law enforcement agencies should evaluate what services require an on-scene police presence versus those that can be handled by alternative means, such as by phone or online.

The Police Forces gallantly protect the borders of the nation from external aggression and infiltration and assist the state governments, aiding in internal security, including law and order, insurgency, anti-naxalism and counter terrorism. The torch bearers of our democracy, these forces also assist the civil population through various area development programs, community

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enforcement agencies limit officers to no more than 14 hours per day and mandate rest periods between long shifts. "The policies are generally about what unions want or what agencies want, but it's not based on science," she says. Another recommendation from a National Institute of Justice-funded study calls for agencies to incorporate officers' input into shift scheduling. Older officers in particular have been found to be less fatigued when they're able to choose their own shifts.

Off-duty employment can take a further toll on officers, but most police departments don't track basic information about that either, says Seth Stoughton, a University of South Carolina law professor and former police officer who recently surveyed departments' practices. Most departments permit police to work for private employers in a law enforcement capacity, which provides them additional income at a rate often exceeding what they're paid as public employees. Half the local departments Stoughton reviewed, though, lacked any limits on how many hours officers could work on- and off-duty. And of those with policies, few restricted officers to less than 16 hours a day. "It's very easy for agencies to underestimate the risk of officers working long hours," Stoughton says.

There are no state or federal mandates regarding police work length, and police associations mostly haven't adopted model policies. Part of that likely stems from different needs and capabilities of departments, as smaller ones with fewer officers may find it more difficult to fill shift absences without imposing significant overtime. In any case, unions generally oppose restrictions on hours worked. (The Fraternal Order of Police did not respond to requests for comment on this issue.)

Dangers are especially apparent for cops working graveyard shifts. A few years ago, in Henderson, Nev., police officers crashed their patrol cars in three separate overnight accidents during a relatively short period. That prompted Wade Seekatz, now a captain with the department, to explore potential solutions. The result was four quiet rooms scattered around the city, outfitted with hand-me-down recliners from the fire department, where officers are permitted to nap on their lunch breaks. (They are required to keep their cellphones turned on.)

Police Responsibility Increased in Lockdown- Even during lockdown, they carry out a range of duties ranging from instructing people to maintain

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physical distancing in markets to taking action against those flouting prohibitory order. The duty call of the police to be in public places also make them a category vulnerable to the risks of COVID-19. Taking the stress level of the force caused by these factors into account. Station house officers of police stations were asked to ensure that senior members and those having health problems are given station duty.

Various Psychological Ailments among Police- Policing during pandemic has neither specific guidelines nor well-defined roles in shaping the response. The forces are geared for imposing isolation, but never on such a vast scale. As nervous citizens were caught off guard by the hastily-announced lockdown, policemen risked their lives on the streets to ensure that the country's 1.3 billion people stayed safe indoors — advising the violators or using force to vacate roads; drawing "lakshman rekhas" to space people out in front of shops and bazaars; standing at the Naka (barricade) points through day and night to check cars; spreading awareness about social distancing; disciplining some for violating the restrictions; and arresting foolhardy offenders. To be sure, this, at times, resulted in excessive action, but this was more the exception than the norm. The police also traced the travel history of those who did not follow screening protocols and took them to quarantine centres.

With a police-population ratio of only 192 in India (192 policemen per 100,000 people), this is no mean task. The dearth of manpower reduces the effectiveness and efficiency of the police force, and even causes psychological ailments for many. To keep a strict surveillance on its people during the lockdown in Britain, where the police-population ratio is much higher, the forces used high-tech drones. Despite their best efforts, the hapless constables, who form the frontline of the force, are often shown as ill-informed and depicted in poor light. Despite obsolete equipment, lapses in communication network and compromised police mobility due to the shortage of vehicles and drivers, our police system is still committed to deliver its best under trying circumstances.

To help the citizens during the lockdown, policemen have gone beyond the call of duty. Some have distributed food and milk packets, including senior citizens. Food rations were distributed in police trucks in Punjab. The police went from door-to-door offering help to the elderly in West

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Stress contributes not only to the physical disorders previously mentioned, but also to emotional problems. Some research suggests that police officers commit suicide at a higher rate than other groups. Most investigations report unusually high rates of divorce among police. Although some maintain that researchers have exaggerated the divorce rate among police, interview surveys demonstrate that police stress reduces the quality of family life. A majority of officers interviewed reported that police work inhibits non-police friendships, interferes with scheduling family social events, and generates a negative public image. Furthermore, they take job pressures home, and spouses worry about officers' safety. Systematic studies do not confirm the widely held belief that police suffer from unusually high rates of alcoholism, although indirect research has established a relationship between high job stress and excessive drinking. Finally, officers interviewed cited guilt, anxiety, fear, nightmares, and insomnia following involvement in shooting incidents.

In the past, departments either ignored officers with problems or dealt with them informally by assigning them to desk jobs. During the 1950s, some departments began to formalize their responses, usually by incorporating officer-initiated Alcoholics Anonymous groups made up exclusively of alcoholic officers. In the 1970s, departments instituted "employee assistance" programs to deal with problem officers, particularly those suffering from alcoholism. These programs have expanded into a broad range of responses to police stress. Some programs focus on physical fitness, diet, relaxation, and biofeedback to cope with stress. Others emphasize family counseling to involve spouses in reducing police stress, such as Kansas City's Marriage Partner Program or Minnesota's Couple Communications Program.

#### Objectives:

The nation is fighting against COVID-19 Pandemic. Government of India is taking all necessary steps to ensure that we are prepared well to face the challenge and threat posed by the growing pandemic of COVID-19 the Corona Virus. The most important factor in preventing the spread of the Virus locally is to empower the citizens with the right information and taking precautions as per the advisories being issued by Ministry of Health & Family Welfare. The frontline warriors police are facing various problems and threats to life. Of all categories of frontline responders to the pandemic who are risking their health and lives, police personnel are the most critical. Healthcare

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workers, sanitation staff, those who run grocery and medical shops, government officials in general — all of them form the frontline in the battle against the Novel Coronavirus, but the police are in the frontline of the frontline. They are in stress. The daily battle against Coronavirus is indeed an arduous one stretching into long hours.

#### Conditions of Police During Lockdown:

The nationwide lockdown due to the Coronavirus pandemic has taken a toll on most citizens' physical and mental health. And the personnel of India's police forces, especially those on the ground, are no exception. Besides viral videos of brutal lathi-charge on citizens and use of force to keep citizens indoors, one has also witnessed the human side of India's police. Police department is known for both firmness and kindness. Due to press of time the police has been availed with more power which is misinterpreted. Due to lockdown they are more busy, continuously serving, and are on more round up. They have received appreciation and criticism both. Police work for more than 1 hr. Police has to use force often against their will. When a policeman is blamed, the entire dept. is blamed, which is not right. Police needs to be compassionate effective and bold. One needs to think seriously about community policing. This will reduce the burden on police and they can serve effectively on hotspot. The country's police are coming out with novel ways to educate and enforce the national lockdown. Those include posting a rap song, walking around town with a mythical god of death, or strutting on a white horse painted with "virus" art. Social media accounts of police stations across the country have come alive lately with corona-related animations, songs, memes and pictures of police handing food to the poor. "Social media has helped give the police a softer, more human voice and face, unlike the stern enforcers of law and order that they were seen as earlier," says Ashok Lalla, a digital marketing consultant based in Bengaluru.

#### Stress during Policing:

The round-the-clock enforcement of total lockdown has put policemen under a lot of stress. Instances of cops losing their cool and thrashing individuals mercilessly for violating the lock down restrictions were reported in Telangana and Andhra Pradesh on Tuesday and Wednesday. Officials said while people strictly observed the 'janata curfew' call given last Sunday, they were back on the roads on Monday and Tuesday as if there was no lock down.

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officers, had higher-than-recommended cholesterol levels; and police officers as a group had higher-than-average pulse rates and diastolic blood pressure.

"Policing is a psychologically stressful work environment filled with danger, high demands, ambiguity in work encounters, human misery and exposure to death," said Violanti, a 23-year veteran of the New York State Police. "We anticipate that data from this research will lead to police-department-centered interventions to reduce the risk of disease in this stressful occupation."

Violanti and colleagues are using measures of cortisol, known as the "stress hormone," to determine if stress is associated with physiological risk factors that can lead to serious health problems such as diabetes and cardiovascular disease. "When cortisol becomes dysregulated due to chronic stress, it opens a person to disease," said Violanti. "The body becomes physiologically unbalanced, organs are attacked, and the immune system is compromised as well. It's unfortunate, but that's what stress does to us."

The investigation's two most recent studies report on the effect of shift work on stress and suicide risk in police officers, and on male/female differences in stress and possible signs of cardiovascular disease. Results of the shift work pilot study, involving 115 randomly selected officers, showed that suicidal thoughts were higher in women working the day shift, and in men working the afternoon/night shifts. The findings appear online in the October issue of the *American Journal of Industrial Medicine*.

Data showed that 23 percent of male and 25 percent of female officers reported more suicidal thoughts than the general population (13.5 percent). In a previous study, suicide rates were three times higher in police than in other municipal workers, Violanti found. The findings, that in women officers working day shifts were more likely to be related to depression and suicide ideation, while in men working the afternoon or night shift was related to PTSD and depression, were surprising, said Violanti. "We thought both men and women officers would be negatively affected by midnight shifts."

"It's possible women may feel more uneasy and stressed in a daytime shift, where there can be more opportunity for conflict and a negative environment," he said. "On the other hand, higher suicide ideation reported by males on the midnight shift may be accounted for in part by a stronger need to be part of the social cohesiveness associated with peers in the police

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organization. Working alone at night without the support of immediate backup can be stressful," he said.

"There also is the problem of physiological disruption of circadian rhythms. Being awake all night while one should be sleeping can affect judgment and decision making. The combination of these two has a double-barreled stress effect." Violanti is planning to conduct a longitudinal study of the effects of shift work on officers, and has received additional funds from NIOSH to study the effects of shift work on cancer risk.

The stress and blood vessel reactivity research found that females had higher Cortisol levels upon awakening, and that levels remained high throughout the day. Normally, Cortisol is highest in the morning and decreases to a low point in the evening. These constantly high Cortisol levels were associated with less arterial elasticity, a risk factor for cardiovascular disease. This study is in press in *Psychiatry Research*.

Violanti said these findings, once again, reflect the impact of police work on women officers. "Women police officers are probably under more stress than male officers. It's still basically a male occupation, and women can feel socially isolated on the job. Also, most women have more home responsibilities to worry about - family, child care."

Publishing papers and conducting studies about stress may not change police departments overnight, Violanti admits, but it is one way of getting the message out that the negative effects of stress must be acknowledged, de-stigmatized and treated.

"Intervention is necessary to help officers deal with this difficult and stressful occupation," he said. "We want to educate them on how to survive 25 years of police work. They need to learn how to relax, how to think differently about things they experience as a cop. There is such a thing as post-traumatic growth. People can grow in a positive way and be better cops and persons after they survive the trauma of police work. That is an important message.

#### Measures against Stress:

1. Police should judge the work, complete accordingly
2. Social cooperation, no stress from colleagues, or workplace
3. Transfer can reduce stress by giving new environment, new perspective, improvement

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# **AN INTRODUCTION TO SOCIAL WORK**

*Handbook for MSW Course*

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Published By  
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## Human Development Index

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### Abstract:

Since the first Human Development Report was published in 1990, human development was defined as a process of enlarging people's choices and enhancing their capabilities. The present document briefly discusses how the Human Development Index has been proposed as a better way to measure well-being than traditional GDP per capita and how this Index has played an important role in evaluating development.

The present paper throws light on the concept of Human Development Index (HDI).

**Keywords:** *United Nations Development Programme (UNDP), Human Development Index (HDI), Human Development Report Human Poverty Index (HPI), Gender Development Index (GDI), Human Poverty Index (HPI), Millennium Development Goals, Economic growth.*

"People will have to be empowered by upholding human rights, ensuring access to justice, promoting inclusion and ensuring accountability."

### Introduction:

Development has been the continuing pursuit of all nations—rich or poor, western or non-western, the growth of industry, and science and technology have accelerated the pace of development, creating progress in many walks of life. The development Debate that began in the 1970s and continue till the end of 1990, raised some very fundamental questions, arguing whether growth is an end or a means. The aftermath of the Second World War was a period of taking stock of this model of development. The world

community adopted the Universal Declaration of Human Rights, celebrating the victory of human freedom and reasserting strongly and clearly that the principal objective of development was human well-being. In subsequent years there followed a series of UN conventions and conferences establishing the principles of people-centered development

The new debate on development rejected the idea of productive forces, and argued that the people alone are the motive force of development. The contemporary critique of economic development avers that economic growth per se does not lead to human development. Economic growth is important but its nature, character and distribution are equally important. A link between economic growth and human well-being has to be created consciously through deliberate public policy measures, such as public spending on social services and fiscal policy to redistribute income and assets. The challenge is to balance the goals of economic development. The international debate on the changing paradigms of development since the mid-twenties witnessed a significant shift of focus: from economic growth to socio-economic development later, from socio-economic development to human development. The United Nations Development Programme (UNDP) has contributed much to be international economic thinking emphasizing that the purpose of development is human well-being, which was rechristened as 'human development' in 1990 with the publication of the first Human

### Development Report by the UNDP.

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and income per capita indicators. A country scores higher HDI when the life expectancy at birth is longer, the education period is longer, and the income per capita is higher. It is used to distinguish whether the country is a developed, a developing or an underdeveloped country. The index was developed in 1990 by Indian economist Amartya Sen



and Pakistani economist Mahbub ul Haq. The UN report covers 185 member states of the United Nations (out of 193), along with Hong Kong and Palestine; 8 UN member states are not included because of lack of data. The average HDI of regions of the World and groups of countries are also included for comparison. Countries fall into four broad human development categories: Very High Human Development, High Human Development, Medium Human Development and Low Human Development. ([https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_Human\\_Development\\_Index](https://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index))

### Scope and Coverage:

The Human Development Reports, right since their inception in 1990, deal with the promotion of sustainable human development. While the first report (1990) introduced the concept of human development Index (HDI), later reports dealt with:

1. Financing of human development and the role of the government (1991);
2. International dimensions of financing human development and the role of global markets (1992);
3. People's participation in development (1993);
4. New imperatives of human security in homes, jobs, streets, communities and in their environment (1994);
5. Gender and human development and construction of Gender Development Index (GDI) and Gender Empowerment Measures (GEM) (1995);
6. Link between economic growth and human development (1996);
7. Human development and eradication of poverty and the introduction to Human Poverty Index (HPI) (1997);
8. Consumption standards and human development (1998);
9. Globalization and human development (1999);
10. Human rights and human development (2000);
11. Making new technologies work for human development

- (2001);
12. Deepening democracy in a fragmented world (2002);
13. Millennium Development Goals-the compact among nations to end human poverty; and
14. Cultural diversities in a globalised world (2004).

### Human development-a comprehensive approach:

Human development is a process of enlarging people's choices. But human development is also the objective, so it is both a process and an outcome. Human development implies that people must influence the processes that shape their lives. In all this, economic growth is an important means to human development, but not the end. Human development is the development of the people through building human capabilities, by the people through active participation in the processes that shape their lives and for the people by improving their lives. It is broader than other approaches, such as the human resource approach; the basic needs approach and the human welfare approach.

Measuring human development is not an easy task, since this concept has many facets. This suggests that any index of human progress should incorporate a range of indicators to capture this complexity. But the problem is that not all countries in the world have relevant and comparable statistical information to do this. In addition, it is thought that too many indicators could produce a confusing picture, perhaps distracting policymakers from the main overall trends. For the previous reason, a composite measure called Human Development Index (HDI) was introduced to measure human development. This index focuses in the three basic dimensions mentioned above using four basic indicators: (1) life expectancy at birth, as a proxy measure of a population's health and longevity; (2) adult literacy rate and combined gross enrolment ratio, as measure of knowledge and We also consider that the HDI has the potential to boost the paradigm of human



development as a priority in the public agenda. An analysis of the three components of the HDI can identify areas requiring policy attention and specific human development strategies can be formulated. The need of data for calculating the HDI can also open new avenues of strengthening the National Statistics System. Education; Finally, (3) GDP per capita at purchasing power parity (PPP) as measure of a decent standard of life.

#### **How is the HDI useful?**

**National Priorities :** The comparison of HDI of various countries shows which countries are able to combine economic growth with social development and which are falling behind. This helps policy makers set national priorities and active them. Thus the HDI ranking serves as a reality check.

**Potential Growth :** economic growth also depends on human capital information, which in turn depends on investments on health and education. So the HDI can reveal the future potential of economic growth. If a country has invested in human infrastructure, which shows in its HDI, it can accelerate GNP too by choosing proper economic policies.

**Disparities :** The disaggregation of HDI by gender, ethnic groups, class and geographical region helps bring out disparities between various sections of the society. It has enormous policy impact in serving as an early warning system to check it and prepare national development plans to create parity among different sections through special measures necessary.

**Change over Time :** The annual HDI exercises keep track of the changes in a country's development and also the overall change in human development in the world. For example, the majority of world population (73%) was in the low human development category in 1960, but only 35% were in that in 1992. An interesting observation is that the developing countries more than doubled their average HDI between 1960 and 1992 while the developed countries, which already were on high levels, increased theirs by only 15%.

A criticism is that human development concept has been designed primarily by economists and

Hence, the variables focused on the human aspect of development. It takes the attention away from the social aspects like socio-political institutions, social structures and social aspects, which are not reflected variables selected. However, there is a waste agreement that human development approach is a significant improvement in the way development is perceived and measured, although more needs to be done in future.

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# **AN INTRODUCTION TO SOCIAL WORK**

*Handbook for MSW Course*

Edited By  
**Dr. Aarti S. Pawar**

Published By  
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SSR



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The contents of all the articles included in this book do not necessarily reflect the views of the editor. The authors of the articles are responsible for the opinions, criticisms and factual information presented. While the editor have tried their best of carefully review, format and make necessary corrections in the manuscripts.

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**Social Work As Profession And Its Ethics**

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**Introduction:**

The Bombay social service league started first part time training for social reformers 1920.

The first full time school of social work was set up in Mumbai (TISS) Sir Dorabji school of social work 1936 recently known as Tata Institute of social sciences new name (TISS) 1961 an autonomous university run by ministry of (HRD, Education, social justice and empowerment) and University grant commission (UGC).

Social work is a recent branch of knowledge which deals with the scientific solution and treatment of the psycho-social problems its main aims is to increase human happiness in general the prime function of social work is to give assistance to individuals in regard to the difficulties, they encounter in their use of an organized grouped service or in their performance as a member of organized group. Social in the modern context is a professional service based on Scientific knowledge and skills. Social work also related with other sciences likes Sociology, Economics, Political Sciences, Psychology Anthropology, Philosophy and Jurisprudence (law) The integrated aspect of social work is to welfare of people the main aim of this is to help the people in one or other way the subject of social work is a profession is a product of 20<sup>th</sup> century which has been greatly aided by the development of responsible professional membership.

**Meaning:**

**Friedlander (1955)** : Social work is a form of professional services based upon scientific knowledge and skill in human

*Sontakke*



relation, which assist individual alone or in group up to obtain social and personal satisfaction and independence. It is usually performed by a social agency or a related organization

**Indian conference of social work 1957** : Social work is a welfare activity based upon humanitarian philosophy, scientific knowledge and technical skill for helping individual or in group or community to live a rich and full of life

**UN Report by a group of appointed by the secretary general of un (1959)** : Social work as organic activity that aims to help toward a mutual adjustment of the individual and their social environment. This objective is achieved by the technique and method which are designed enabled, individual up and communities to meet their needs and solves their problems adjustment to changing pattern of the society and by cooperative action to improve economic and social conditions.

**Skidmore** : Social work may be defined an art, science and a profession that help people to solve their problems

Characterarastic of social work:

- 1) It is a professional's service
- 2) It is a helping activity
- 3) It has both publics and privates auspices
- 4) It has knowledge and skill base
- 5) It is based upon humanitarian philosophy
- 6) It has its own methods of services
- 7) It has problem solving function and seek to help to people to meet their genuine needs
- 8) As a subject, social work is scientific as a practice it is an art
- 9) Social work is profession
- 10) Social work is an art science and a profession

**Values of social work:**

- 1) Social work is possible only in human beings

- 1) Individual is a corner stone of the society
- 2) Individual is responsible for his activities
- 3) Social work in only possible on in democracy
- 4) Individual has inherent potential to grow, change and to achieve personal fulfillment
- 5) Social work believe in the importance dignity of man (individual)
- 6) There should be a consideration for the acceptance of differences
- 7) Social work repudiate all ideologies which act against dignity of human beings
- 8) Professional social work believe that misery and suffering are undesirable
- 9) Self reliance
- 10) Integrity

**Principles of social work:**

- 1) Self-determination (decision by the individual)
- 2) Self help
- 3) Commons needs of man
- 4) Acceptance of every man
- 5) Right to equal participation
- 6) Right to protection of body and intellect of every one
- 7) Social respect all the right of all right form, environment and nature
- 8) Conviction in the inherent worth and dignity of an individual
- 9) Social work stands against all types of dissimilarities based on the caste, creed, colour sex, language, religion political believes etc.
- 10) Beliefs in equal opportunity for all
- 11) Every human being has unique value irrespective of caste religion, status belief etc.
- 12) Maintains the individuals right to privacy and



confidentialities'

- 13) Respect the individual goals and responsibilities

### Philosophical & Ethical Assumptions:

The United nation 3rd international survey on training for social work sums of the philosophical & ethical assumptions on which the profession of social work build

- 1) To recognized the worth of the individual human being
- 2) To respect the individual, group and community differences
- 3) To encourage self help as a means to growth in self confidence and ability to assumed Responsibility.
- 4) To accept a professional responsibility to work for the implementations of social Policies
- 5) To provide opportunities for satisfying living.
- 6) To use this professional relationships to help client to become more free and self Reliant
- 7) Service to the needy without any strings

### AIMS/Goals/ Objective of Social Work:

- 1) To improve general social condition
- 2) To help poor and rich both
- 3) To utilize better resources of the community
- 4) To make welfare of the individual as well as familie attaining economic problems
- 5) To removes basics causable factors of the problems
- 6) To try for attaining the democratic and human deals
- 7) To makes people self reliant/self dependent/independent
- 8) Help individual to overcomes their problem through own efforts
- 9) Preparing communities to be self reliant
- 10) Ultimate aims of man is development

### Professional approach (philosophy):

- 1) democracy is the natural right of man and is hence an attainment to be aimed at.
- 2) Individual behavior is motivated by subconscious factors that are discoverable and Controllable through the appropriate insight and skills.
- 3) All social problems are ultimately personal maladjustment to environment.
- 4) Social must concern itself with the problem of the individual adjustment to given situation at given times

### SERVICES/TYPES:

- Curative
- Correctional
- Rehabilitate
- Preventive
- Developmental

### Method of social work:

#### Primary/direct

- 1) Social case work
- 2) Social group work
- 3) Community organization
- 4) Social action

#### Secondary/Indirect/supportive/Axillary

- 1) Social work research
- 2) Social work administration

### Profession:

A profession is a vocation founded upon specialized high educational training, the purpose of which is to supply objective counsel and service to others, for a direct and definite



compensation wholly apart from expectation of other business gain.

**Profession** Paid occupation, especially one that involves prolonged training and a formal qualification

**Characteristics of profession:**

- 1) A special body of knowledge
- 2) Special ability of the professional in their area of operation (specialization)
- 3) A system imparting trainings
- 4) Professional organization
- 5) Professional ethics
- 6) Social recognition

**A special body of knowledge**

**Scientific Definition**

**Science** : one method of knowing, Knowledge ascertained by observation, Based on principle and method of science systematic and exact Body of knowledge:

**Three type of knowledge**

- 1) Assumptive
- 2) Hypothetical
- 3) Tested

**Scientific methods**

- Specially Variability
- Definiteness
- Objectivity
- Predictability
- Generality

**Specialization of social work**

- 1) Family and child welfare studies

- 1) **Medical and psychiatric social work**
- 1) **Community development** 1) urban community development  
2) Rural community development  
3) Tribal community development
- 1) **Criminology justice & correctional social work**
- 1) **Human resource management - labour**
- 1) **Youth and development**

**System imparting training facility**

Teaching in class room  
social work Methods  
case work, Group work, Community organization, social work administration, social work research and social action  
Research work

Field work training in social work

**Tools :**

- Self-awareness and the ability to use self in facilitating change.
- Knowledge of the psychology of giving and receiving help
- Use to programme
- Interaction
- Ability to establish professional helping relationships.
- Understanding differing ethnic and cultural patterns, as well as the capacity to engage in ethnic-gender, and age-sensitive practice.

**Technique/skills :**

- Interviewing
- Listening
- Observing
- Questioning
- Supporting
- Education



- Counseling
- Explaining
- Agree/Disagree
- Reviewing
- Reinforcing
- Controlling
- Classified
- Reassume
- Informing
- Advertising

### Professional organizations

- Association of school of social in India
- Indian association of trained social worker
- Indian association of the alumni of school of social work
- Maharashtra association of social work educator (MASWE) Bombay association of trained social worker
- American association of social work
- Council on social work education in north America
- International federation of social work international conference of social work
- International association of school of social work
- Association for the advancement of social work with group
- United nation international children education fund (UNICEF)
- International labour organization
- Red cross

### World health organization WHO

- National institute of public coo-operation and child development
- National Agricultural bank association in Rural Development

- Central social welfare board
- State social welfare boards

### Notional recognition of social work

- University in India
- Deemed university
- Colleges
- Autonomous institute
- Journals, encyclopedia

### Professional ethics

- Knowledge and application of the Code of Ethics as a guide to ethical practice.
- General understanding of individual and family behavior patterns.
- Skill in client information gathering.
- Ability to analyze client information and identify both the strengths and problems evident in a practice situation.
- The social worker's ethical
- Responsibilities as a professional.
- The social worker's ethical responsibility
- To the social work profession.
- The social worker's ethical
- Responsibilities to the broader society

### Utility and scope of professional social work

- 1) All human beings
- 2) Communities such as 1) rural 2) urban 3) tribal
- 3) Societies
- 4) Publics Assistances
- 5) Social insurances
- 6) Industry
- 7) National /International social services



**Scope of social work profession**

- Research administrator
- Group facilitator
- Woman & Child welfare
- Data analysis
- Child welfare officer
- Community psychology
- Evaluator
- Marriage and family counselor
- Administrator
- Therapist
- Professor
- Academician
- Public policy maker
- Media consultant
- Management trainee
- Personal relation officer
- Community organizer
- Statistical consultant
- Market researcher
- Social welfare officer
- Industrial social worker
- Superintendent in govt. ashram school
- Extension officer
- Tribal commissioner
- Counselor in court, crime and education

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- social administration

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# The COVID-19 Pandemic and the "New Normal" World Beyond



**Chief Patron**  
**Dr. Chandansingh P. Rotele**



# Orange



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BEYOND

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## Chapter-12

### The Pandemic that Paved the Way for E-Learning

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The Status of E-Learning in India: India will experience a digital revolution as soon, 500 million new users will be added to the 370 million internet users in India. Also, the outreach of the internet is not limited to the urban landscape alone nowadays, but it has reached rural areas, too. These factors create a huge market for the e-Learning sector in India. Interestingly, e-Learning opens a wide variety of options for working professionals. The options offer a range of learning facilities that they enjoy regardless of their status and location—something they did not have access to a few years ago. As per a statistical report submitted by KPMG, private universities offering different undergraduate and postgraduate e-Learning courses are on a rise. This piece of the report clearly signifies that higher education through the online medium in India, though being at an early development stage, is witnessing wide acceptance and steady growth. Post-graduation courses like the Master of Computer Application (MCA) and Master of Business Administration (MBA) lead the race when it comes to the demand for online higher education.

The Indian government is strongly keen to bring certain digital reforms that may be a big push for the growth of the eLearning industry. The Ministry of Electronics and Information Technology (MeitY) website points out that eLearning has been identified as one of the key tools for imparting education. In fact, in regard to the same, the government has been aiding R&D projects financially for different educational institutes in the area of eLearning. The financial support to the programs by the government covers the areas of content development, human resource development projects, R&D/technology development projects, and faculty training.

With high internet penetration in rural areas slowly and steadily rising, there will be a massive spurt in the number of online courses and online students. Technavio's market research analyst predicts that the Indian online education market will grow at a CAGR of about 20% by 2020, worth about 18



billion U.S. dollars. According to the KPMG report, by 2021, the online education industry in India will witness a growth of about 6 times. It is astonishingly true that the number of users enrolling in online education may touch 9.6 million users by 2021, from 1.6 million users in 2016. The revenue associated with it may be worth \$1.96 billion. Estimates point out that the eLearning market worldwide will grow massively to the tune of more than 243 billion U.S. dollars by 2022. These forecasts clearly point that eLearning is all set to become a global trend, and sooner or later, more and more people may opt for it over traditional classrooms.

A report named "Online Education in India: 2021" gives details about the growing dependability of the Indian education industry on the internet, related to the development of the eLearning market. This report gives out some thought-provoking details; in the last two years, the growth of online searches was increased 2 times for education purposes and a surge of searches through mobile devices grew by 3 times. These reports are extremely important for the eLearning industry, as professionals in corporate organizations prefer to re-skill themselves and opt for online certification. Both re-skilling and online certification stand as the biggest segments, valued close to \$93 million in 2016 and anticipated to reach \$463 million by 2021. E-Learning has been viewed as a potential game-changer in the coming years due to the growth of the online education market and its quantitative outcome to raise employment opportunities, plugging the demand-supply gap in the Indian industries Parminder Walia (2020).

A Felt Need for Boosting E-Learning in India- Technology has revolutionized the scope of education in India. E-learning concept is providing an opportunity to participate in engaging and interactive sessions, helping students with lucid concepts and to make them more competitive. Earlier, monotonous hour-long typical classroom sessions have now transformed into interesting ones. With the latest technology spreading its wings to the education industry, online/digital education has made life easier for both students and teachers. According to the KPMG report, the Indian online education industry will reach \$1.96 billion by 2021. The user base of online education is expected to grow up to 9.5 million users in 2021, at a CAGR of 44 per cent. E-learning has become one of the most preferred methods of learning among millennials.



Advanced internet connectivity, rise in numbers of smartphone users, adoption of digital payments options, and increase in participation at the government level have significantly aided in the growth of the digital market/ online education in India. Latest e-learning platforms are helping students, educators and institutions in evaluating the performance as a whole and are frequently being adopted by educational institutions in India. E-learning is leading universities and educators to students at homes and hostels through internet connectivity over smartphones, laptops, computers, etc. E-learning helps to train, evaluate skills through quizzing, interactive sessions, providing ample opportunity to resolve queries using webinars. Easily accessible for students anytime and anywhere, especially living in rural areas and tier 2 and 3 cities.

The society is also evolving with developing technology. Unconventional fields of learning/education are too observing changes however, these changes are not covered in traditional learning methods. Hence, students do not get updated information through traditional education. Therefore e-learning methods for unconventional courses have become more effective in providing quality education. E-learning platforms assist students to get personalized advice from educators or experts, bringing quality education to students. This makes the entire learning experience fun-filled by including quizzes, challenges, practical-oriented, and interactive. In fact, e-learning facilities are more engaging than classroom learning.

Quality education comes at a huge cost but with the advent of e-learning trend/facilities, students can easily access education at a much lower cost. Through e-learning methods, students can focus on building a career or become job-ready, discovering interests most effectively and efficiently. It is just the beginning of the unprecedented concept of e-learning which has the potential to bring the coveted change in the entire education system in India and provide a better learning environment for the aspiring millennials Rai Saheb Singh Khuran (2020).

The Indian IT sector organically or otherwise holds enough capacity and character to provide excellent digital content and supporting technological platforms. With the advent of several corporate giants like TATA, BSNL & Reliance in digital education and the subsequent money flow this sector is gearing up for some quality movement. But innovation is one thing that has no end and therefore would always invite different stakeholders like government,





content experts, technology firms, users, teaching community etc. to come together to collaborate and invent cutting edge technologies and methods to facilitate this sector's meaningful growth. Government and private players need to come together to bridge connectivity and accessibility issues.

Digital Education showed its face in the 90s in developed economies like the US. With device manufacturers mushrooming early in USA and other developed countries it started penetrating gradually. Developed nations have started realizing the cost benefits of going digital and are acting with an eye on the future. For example, Stanford University has introduced a digital course in masters in electrical engineering. According to research by Harvard University, more professors are selling their lectures and notes to digital campuses. Society, with some challenges related to internet connectivity though, is ready to accept the change in the developed nations.

In India, where mobile penetration is nearing a billion people with over 200 million connected to the internet, and this expected to reach 550 million by 2018, the potential to digitally educate the masses seems very rich. In the past few years there has been a considerable rise in Digital and Live Virtual Classrooms at different levels of learning. With evolution of technologies such as cloud, data centers and virtualization there is huge potential for technology to be integrated with the Education Industry.

Besides its cost and access advantages, digital education comes as a win-win for all. Education institutions see the rapid rise in enrollments and added revenue. Students view this as a flexible option allowing them to study as per their time and pace. Teachers too find it convenient to prepare their learning plans well aided by technology. Teaching becomes a smoother experience with a perfect mesh of personalized packages having a blend of animations, gamification and elaborate audio-visual effects. Digital education is fun learning for all cadres and particularly effective for child learning as the innovative audio-video feature boosts the cognitive elements in a child's brain. The INFO-TAINMENT combination involved in digital learning makes it more practical, applicable and relatable to our life and surroundings in an interesting manner.

The Reform Push, expanding eLearning, reduction in costs due to satellite technology (VSAT) are all strong catalysts for a high potential business opportunity in India. This is where EdTech companies like Magic



Software can add to the growing repository of Digital learning Objects (DLOs) and technological platforms available to learning Satish Bisla (2015).

#### Various Measures Adopted for Pushing E-Learning:

The 100 top universities in the country have been automatically given permission to start online courses from May 30. This will be a huge boost to higher learning, given the cut-throat competition for a college admission at present. M.P. Poonia, vice chairperson of the All India Council for Technical Education, had earlier told 'The Week' that under the proposed new education policy, the target is a 50 per cent higher gross enrolment rate than the present. Given the available hard infrastructure of classrooms, the target is pretty difficult to achieve quickly in the traditional manner. However, with online and distance education, the goal is within reach.

The government has moved slowly in encouraging virtual classrooms, perhaps because the older generation is still not totally versed with the new medium. Last year, the University Grants Commission had announced that universities who wanted could start registering their online courses with the umbrella body—that oversees curriculum as well as funding. Only around seven universities actually registered. Minister of Finance and Corporate Affairs Smt. Nirmala Sitharaman's announcement could therefore leapfrog virtual education. She had mentioned online courses in her budget speech, too. However, had it not been for the lockdown, the progress might not have been that quick.

Her announcement, and the timeline she has given—May 30 for new courses—could also accelerate some decision making at college and university levels, where officials have not yet been able to announce dates for this year's examinations. Delhi University has said that final year exams might go online from July 1, and that first and second year might follow suit. However, there is still resistance from several fronts, mainly the Delhi University Teachers' Association. The main argument is that many students might get dropped off because of no access or poor access to internet. The argument is no doubt valid, as are the other arguments such as that the paper has to be made cheating proof and several glitches need to be ironed out before adopting the new exam method. However, unless the first step is made, this journey cannot ever start. Sitharaman has given that push for the first step.



Her other announcement, that of using television, Direct to Home platforms, community radio and radio to take education to the farthest reaches of the country, too, is a delayed measure. It could have happened a long time ago. In fact, in the good old days when there was only Doordarshan, with its limited hours of programming, there was more education content on television than there is now, with hundreds of channels. The minister said that private providers such as Airtel and Tata Sky have been approached for this purpose. The government will roll out 12 new channels for education, with one channel for every school standard. Under the One India outlook, this is being dubbed as the One Class, One Channel initiative. She said special e-content is also being developed for visually and hearing impaired students. Another positive move is 'Manodarpan', an online initiative to provide psychological counselling to students and families who have been overwhelmed with the developments around them that the pandemic and lockdown has triggered. Adding another 200 hundred books to the e-repository Diksha is another initiative.

Of course, a lot depends on the quality of the programming on the channels, and podcasts for the minister's vision to be a successful alternative to classroom learning. A lot also depends on regular access to internet and television channels. However, these are issues that can be worked upon as the system takes off. Also, these changes should not just be seen as stop gap arrangements for the present, but as larger policy changes Rekha Dixit (2020). Measures that could be Embraced- A multi-pronged strategy is necessary to manage the crisis and build a resilient Indian education system in the long term. One, immediate measures are essential to ensure continuity of learning in government schools and universities. Open-source digital learning solutions and Learning Management Software should be adopted so teachers can conduct teaching online. The DIKSHA platform, with reach across all states in India, can be further strengthened to ensure accessibility of learning to the students. Two, inclusive learning solutions, especially for the most vulnerable and marginalized, need to be developed. With a rapid increase of mobile internet users in India, which is expected to reach 85% households by 2024, technology is enabling ubiquitous access and personalization of education even in the remotest parts of the country. This can change the schooling system and increase the effectiveness of learning and teaching, giving students and teachers multiple options to choose from. Many aspirational districts have




initiated innovative, mobile-based learning models for effective delivery of education, which can be adopted by others. It is also important to reconsider the current delivery and pedagogical methods in school and higher education by seamlessly integrating classroom learning with e-learning modes to build a unified learning system. The major challenge in ED Tech reforms at the national level is the seamless integration of technology in the present Indian education system, which is the most diverse and largest in the world with more than 15 lakhs schools and 50,000 higher education institutions. Further, it is also important to establish quality assurance mechanisms and quality benchmark for online learning developed and offered by India HEIs as well as e-learning platforms (growing rapidly). Many e-learning players offer multiple courses on the same subjects with different levels of certifications, methodology and assessment parameters. So, the quality of courses may differ across different e-learning platforms Richa Choudhary (2020).

**Conclusion:** Most educators across institutions agree that there is a need to invest in creating standardised online education platforms, and not using apps and Google hangouts only; and to train both students and teachers. Others highlight the necessity to introspect on the nature of these platforms and how students are taught using different online tools and methods, while keeping accessibility and equity challenges in mind. There is also the need to understand all this across academic disciplines and institutions. The way ahead can be charted only if we take into account the diverse views of experts, and incorporate all the lessons learnt from the summer of 2020.

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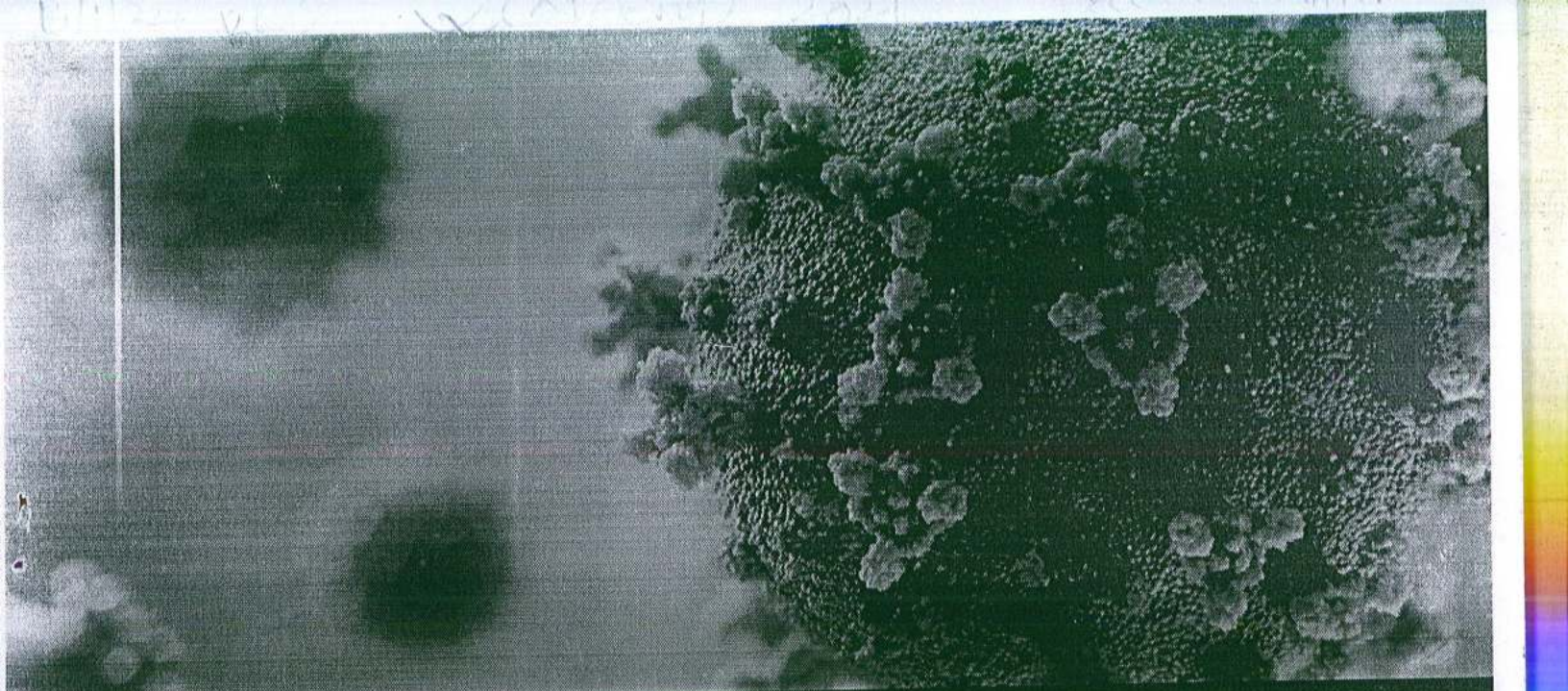


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# Education and Society during Covid-19 Pandemic

**Prof. (Dr.) Abdul Matin  
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Dr. Nabarun Purkayastha**

 **Bharti**

  
OFFICIATING PRINCIPAL  
Abhaya College of Social Work



# **EDUCATION AND SOCIETY DURING COVID-19 PANDEMIC**

**EDITED BY**

**PROF. (DR.) ABDUL MATIN | DR. CHANDAN BHARADWAJ  
DR. NABARUN PURKAYASTHA**



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## Impact of COVID-19 on Indian Society


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### ABSTRACT

World Health Organization (WHO) announced Corona Virus which is also referred as COVID-19 as a disease on 11th February 2020. It is a respiratory disease which impacts the health of the individual. The first case of COVID -19 was first reported in China in December 2019. The WHO declared the novel Corona Virus as a Pandemic disease in March 2020, which means that the new virus is spreading rapidly across the countries around the world. The symptoms of this virus include fever, cough, sore throat, and difficulty in breathing. Man is a social animal and social relations, and interactions are necessary to his existence.

The present paper is an attempt to understand the social consequences of COVID-19 on Indian society. The main objective of the study is to highlight the issues and problems which Indian society is facing during the pandemic crisis. It was found that in the COVID-19 crisis education system got crippled and the student community is facing chaos, confusion, and mental stress. Every educational institute came up with its own guidelines which have led to creating so many problems among the student community. The study further observed that during this pandemic crisis labour class also faced a lot of socio-economic problems. Due to the misinformation and mismanagement, they got tremendously affected and so many laborers became a victim of COVID-19. The study also highlights many issues and problems which the society is facing during a pandemic crisis such as the impact of COVID-19 on family, elderly people, front liners, and community.



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## INTRODUCTION

COVID-19 which is said to have emerged from Wuhan (China) has caused a serious impact on almost every society of the earth. Due to the problems caused by this health crisis all over the world, the World Health Organisation (WHO) has declared it as a global pandemic. Not only that but because of its rampant spread countries were forced to stop international travelling as well as locked up themselves. Also, the lockdown has been recognised as the only method to control the spread of the pandemic and almost every country has adopted this method. Amidst the lockdown in Indian society, multiple issues related to social, educational, economic, political, agricultural, psychological levels and many more have been noticed which has created the devastating impact on the lives of the people. If we analyse the act of "social-distancing" sociologically, isn't it a new form of untouchability? Of course, yes, as earlier in the Indian society after the Vedic period, people of the upper caste used to maintain social distancing with untouchables so that they do not impure the people of upper caste. On the same pattern, in the contemporary society due to Covid-19 all the constitutional norms eliminating untouchability and promoting integration seems to be failed as people are asked to maintain social-distancing. Of course, it (social-distancing) is the only measure to control the influence of Covid-19 and it should be promoted but we need to see the impact of this pandemic on the society how it has revived the social discriminatory practices. Impact of Covid-19 has been multiple and not only limited to society at large. From the perspective of the economy both rural and urban have been impacted adversely.

The lockdown has proved that "man is a social being" because continuous lockdown for about four months have impacted people psychologically and the burden has been faced by women and children in the form of domestic violence. In the lockdown period, multiple calls have been received on the helpline number made for the people going through domestic violence.

According to the worldometer latest report, below is the magnitude of top 10 CORONA victims across the globe till 23 JUL 2021.

	Country	Total Cases	New Cases	Total Deaths	Total Recovered	Active Cases	Serious, Critical	Population
	World	194014674	574095	4159711	176118499	13736464	82467	
1	USA	35283075	67485	626658	29497875	5158542	6719	333056090
2	India	31331202	39498	420043	30495438	415721	8944	1394346143
3	Brazil	19632443	45460	548420	18331462	752561	8318	214157514
4	Russia	6078522	23811	152296	5450004	476222	2300	146000731
5	France	5953071	19561	111591	5672089	169391	872	65426422
6	UK	5637975	36389	129044	4434939	1073992	699	68263323
7	Turkey	5574997	11094	50821	5410554	113622	543	85298180
8	Argentina	4827973	15622	103359	4464987	259627	4358	45634226
9	Colombia	4705734	13164	118188	4462579	124967	8155	51456072
10	Italy	4307535	5143	127937	4120846	58752	155	60367642



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From the above data, it is seen that both the developed and developing countries have been affected badly which shows how powerful the virus is. People are living under the fear psychosis, mental stress, and anxiety as the virus is spreading very fast into society.

### **RESEARCH METHODOLOGY AND OBJECTIVE OF THE STUDY**

The present study is based on observation, discussion, and media reports. Paper is based on the personal observation on the present situation by the researcher for the last couple of months. The study also includes various media reports related to the present pandemic.

In the present paper the main objective of the study is to examine the various issues and problems being faced by the Indian society during the pandemic. This pandemic is so huge and dangerous which the Indian society had never witnessed before.

### **IMPACT OF COVID-19 ON EDUCATION**

It has been observed that the education system within the country has been crippled due to this pandemic. There is chaos and confusion regarding the education of the students. There is uncertainty as to how the exams are to be conducted and most of the educational institutes have adopted the online mode of education for conducting classes of the students which has further led to chaos and confusion. It has been seen that students living in rural areas do not have the proper internet facilities nor the laptop/smartphone through which they can attend the classes. It is only a limited number of students who have benefited from these classes. As far as schools are concerned, those which are in an urban area they have started online classes but those in rural areas do not have the proper infrastructure to start these classes. As such the students living in rural areas have suffered a lot as they are without any kind of education from the last four months. The teachers teaching in rural schools are also not well trained to take online classes.

It was further observed that there is a wide communication gap between the student community and the educational authorities regarding various guidelines being issued by the authorities. The educational institutes are planning to open the institutes, but the parents are reluctant to send their children to their schools and colleges due to pandemic. Some of the educational institutes have come up with the idea of mass promotion for the students which may seem better option in the present crisis. But there is no uniformity among the educational institutes regarding mass promotion. Some institutes are in favour and some are against it which has further led to fear and confusion among the student community. However, during this pandemic, some of the educational institutes (IIT and IIM) have started the online classes/ courses, but it may not cover all the students. Because students from rural regions do not have online facilities, so all the students do not get benefits through online classes.

### **IMPACT OF COVID-19 ON LABOUR CLASS**

During the COVID-19 crisis, the labour class is the worst affected one economically as well as socially. The crisis has created a lot of chaos and confusion among the labour class. There is no proper correspondence between the centre and state governments regarding the welfare of the labour community. Some of the states even refused to accept their labours during the crisis due to the fear that it might spread the disease more in their respective states.

Labour class suffered more due to misinformation and spreading of fake news. They just move from their host state to their native places without any transport and proper arrangements. Some of them even travelled miles on foot to reach their home. Though the respective state governments tried a lot to help these laborers but that was not enough. Large number of laborers



walked to their home haphazardly without thinking and had to face serious consequences such as some of them even lost their lives due to accidents caused by trains, buses, and trucks. Though the host state of labour class tried its best to provide basic needs such as food, water, and shelter to laborers; but not enough. The pandemic was sudden, and no state was prepared to deal with such a crisis. As a result of all the chaos and confusion, many laborers had to walk long distances towards their homes without food and water. It was also seen that the labour class is facing tremendous economic problems because they lost their jobs. Nobody knows when the pandemic is going to end. It has also been observed that while moving from one place to another place the labour class became victims of COVID-19 as well as a carrier which created additional burden and problems for their respective states. They became a potential risk for the society. Due to such incidents, some states even refused to allow the labour community to enter their state which created a huge problem for the labour community.

### **IMPACT OF COVID-19 ON FRONT LINERS**

In the pandemic crisis, front-liners played a dominant role to serve the nation whether it is medical fraternity, police personnel, paramilitary forces, and others who are directly in contact with COVID-19 victims. It was observed that the front liners got tremendously affected due to the COVID-19. The family of front liners suffer from additional fear and anxiety as their family members go outside and are in direct contact with the COVID-19 patients. They reported that the front liners are doing their jobs very efficiently, but they are also facing alienation as they are not able to meet their family members for many days. The health workers stated that they are not able to meet their children for so many days as most of the time they are working inside the hospitals. They further added that if they got affected due to COVID-19 then what will happen to their children and their future life. They always living in fear and mental stress regarding their family members. During this pandemic crisis, it was seen that many front liners have died while serving the nation such as doctors, police, paramilitary forces. The family member of the front liners stated that they are the worst affected. On the one hand, they are living under stress and fear due to COVID-19, but on the other hand, they have more fear to lose their family members who are working as front liners. It is seen that in this pandemic crisis the front liners are facing maximum risks and many front-liners have died on the line of duty which is a big setback for their family as well as their respective department.

### **IRRESPONSIBILITY WITHIN SOCIETY**

In the pandemic crisis, it was observed that the people were showing irresponsible behaviour which led to the spreading virus very fast in society. People were not following their rules/norms which was given by the centre and state government. The irresponsible behaviour was seen during the migration of laborers, where thousands of migrant laborers came out of their respective places and gathered at one place without thinking about the consequences of the CORONA virus. People were moving from one place to another place without proper precautions due to which many migrant laborers became victims of COVID-19. The study has further seen that rural society was not much affected by the COVID-19 due to the geographical structure. But over time rural society also got tremendously affected by the irresponsible behaviour by the people. Now the COVID-19 is spreading in the rural region which is going to become the biggest challenge for the centre and state government. In rural regions, there is not much health infrastructure and medical facilities. If the virus reaches in rural society very fast, then the people faced the biggest threat. It was also observed that during the pandemic crisis, people were celebrating their social, religious, and cultural functions in a grand manner which has resulted to spread of virus very



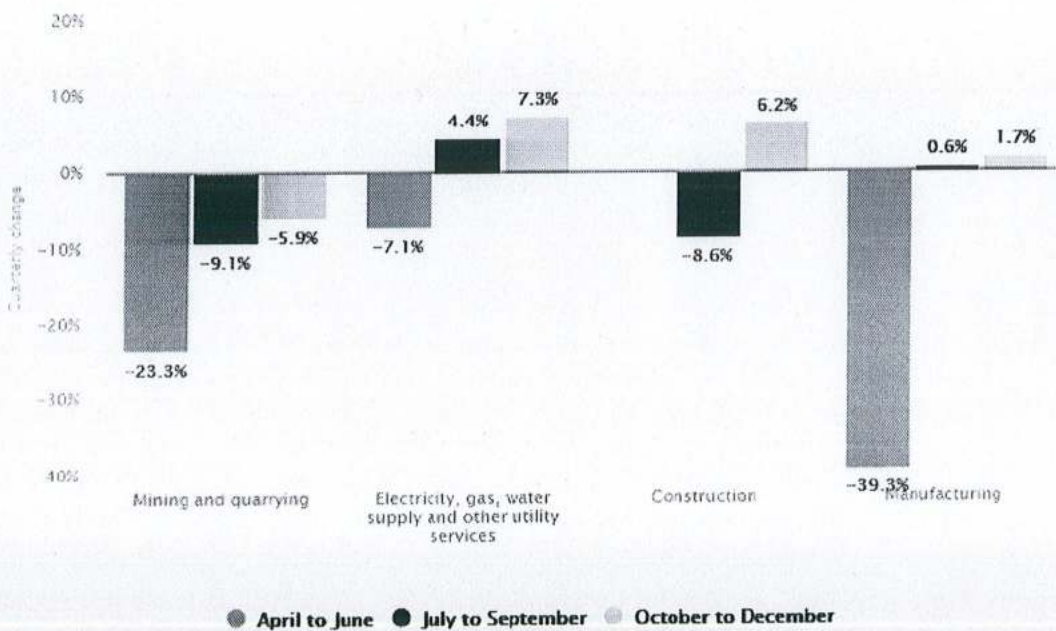
fast in society. The social and religious functions became a spreader of COVID-19. Many people got affected during the social functions which further created a big challenge for the authorities to trace them and put them in quarantine centre. People totally broke their norms and rules which were set by the authorities.

**IMPACT OF COVID-19 ON COMMUNITY**

The community plays a dominant role of hegemony in the society whether it is socially or economically. But during the pandemic crisis, it was seen that the community turned hostile towards COVID-19 victims who died due to CORONA. The community did not allow people to perform the last rites of the CORONA victims who died. This is a very strange thing seen in the society that the community showed a hostile attitude towards the dead body. Most of the community members are living in fear that if the dead body of the CORONA victim is buried or cremated near them, the disease might spread to them. So, they are constantly living in a fear psychosis and opposed to perform the last rites of the dead body. It is seen that if this pandemic continues for a longer time, it may have adverse effects on society and the community. One community may start hating the others due to the hostile attitude. In India, it was observed that in many cases the community members were opposed to performing the last rites of the COVID victims.

**Estimated impact from the coronavirus (COVID-19) on the industry sector in India from April to December 2020, by type**

The industry sectors across India witnessed a significant decline in growth rate compared to previous years due to the impact of the coronavirus (COVID-19). Mining and quarrying took the brunt of the impact during lockdown months, and was on the path to recovery in the later months of 2020.



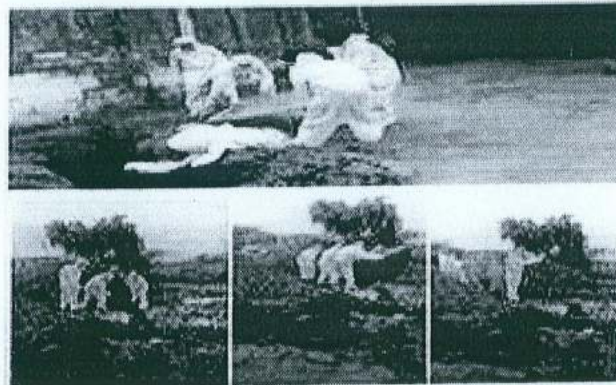
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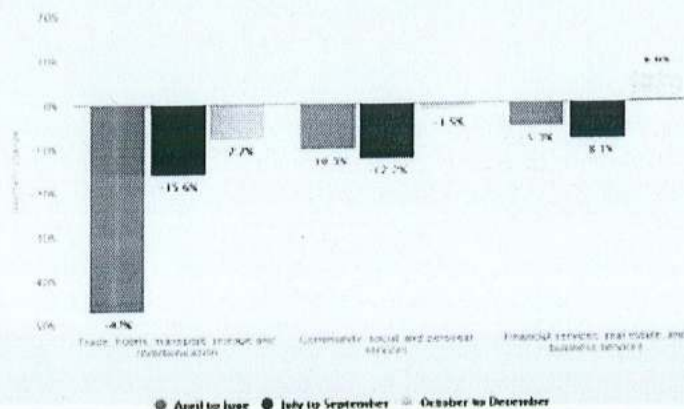


### THE DIGNITY OF THE DEAD PEOPLE


In the present crisis of COVID-19, it was observed that the dead body of the COVID victims have lost their dignity. Within a society, people are in so much fear that they do not give proper dignity to dead people or do not even perform the last rites properly. In many places it was seen that the dead body of COVID-19 victims was manhandled by the people. It is a big setback for society as well as victims of family members who lost their loved ones. This is a loss of humanity that even after the death of people they do not get proper dignity which the people were getting before the COVID-19. The study has further observed that during this pandemic crisis the Indians have also most forgotten their traditional customs according to which the dead were to be treated with full dignity and laid to rest with respect. It is very painful to see that during this crisis people are in so much fear they are not giving due respect to the dead people. The dead are being treated in the most undignified manner which was not seen earlier in Indian society. It was further seen that this pandemic is so dangerous that the people are forced to think about themselves and not the dead people. People do not want to risk their own lives and the lives of their family members. The pandemic has created a situation that even the dead people do not die with dignity



Estimated impact from the coronavirus (COVID-19) on the service sector in India from April to December 2020, by type



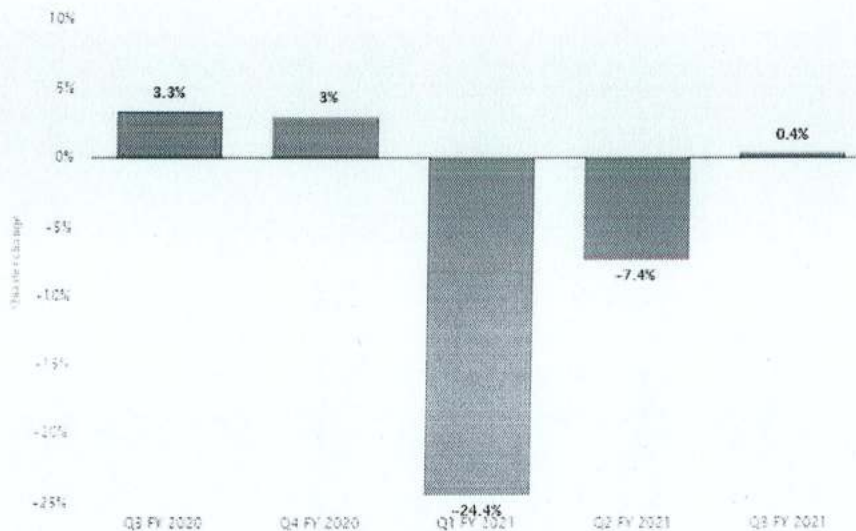
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The service industry across India saw the steepest decline in growth rate compared to previous years due to the impact of the coronavirus (COVID-19). Trade, hotels, transport, storage, and communication took the brunt of the impact during lockdown months. Towards the end of 2020, the decline slowed down but remained on the loss side.

**Estimated quarterly impact from the coronavirus (COVID-19) on India's GDP growth in financial year 2020 and 2021.**



## CONCLUSION

It can be concluded that the pandemic has created so much panic, fear, and anxiety in the society that the people have faced so many problems socially as well as economically. In the pandemic crisis, it is the front-liners who are facing great risk for their life as they are ones who are in direct contact with the COVID-19 victims. Even their family members are at greater risk. There are so many social consequences which have emerged during the pandemic crisis such as the education system got tremendously affected and the student community is suffering a lot. However, the community also turned so hostile that they did not allow to perform the last rites of the COVID-19 victims who died. The labour class also faces a lot of socio-economic problems. It was also seen that the families have also suffered a lot particularly the elderly people who are easily affected by the disease. The irresponsibility within the society led to spread virus very fast such as religious gathering, the celebration of social functions, etc. It was observed that the pandemic has created such a situation in the society that the dead people do not die with dignity. There is uncertainty in the society regarding when the virus will end due to which the people are living in fear and anxiety. The above social consequences that have emerged due to COVID-19 crisis are unseen by the society before.

As India is recognised as land of diversity, so the impact of Covid-19 is diverse and countless. But, if we see the other side of reality, COVID-19 has impacted our society and that is for sure, but only adversely? That is the thing we need to analyse carefully and cannot be left without a brief discussion. It has been truly said that "crisis gives birth to the changes which were pending for many years", same has happened during the time of Covid-19. Things have been changed



to meet the needs of the society what the government were trying hard to implement from past many years. Be it online education or judiciary, Covid-19 (crisis) has allowed making these major transformations in the education and judiciary. But again, the benefits from these transformations will be limited because of the gap in the digital connectivity of our country. At this stage, we should ask a genuine question: What kind of society we will see post-Covid-19? Fragmented? Unequal? We do not know but we will have to stand up again support each other. We will have to adopt values enshrined in our Preamble of the Constitution i.e., "Equality, Fraternity, Integrity" as well as DPSP to make India a better place on earth for its citizens and the world.

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**COVID-19 and it's Impact on Indian Society (कोविड-१९ वा भारतीय समाजावर  
झालेला परिणाम)**

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- Edition : Feb. 2021

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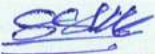
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In July 2020, India's Ministry of Information and Broadcasting claimed the country's case fatality rate was among the lowest in the world at 2.41% and "steadily declining". By mid-May 2020, six cities accounted for around half of all reported cases in the country – Mumbai, Delhi, Ahmedabad, Chennai, Pune and Kolkata. The last region to report its first case was Lakshadweep, on 19 January 2021, nearly a year after the first reported case in India. On 10 June, India's recoveries exceeded active cases for the first time. Infection rates started to drop significantly in September, and the number of daily new cases and active cases started to decline rapidly. A Government panel on COVID-19 announced in October that the pandemic had peaked in India, and may come under control by February 2021. India has over 30 anti-COVID vaccines in various stages of development and a national vaccination drive was started on 16 January 2021. India began the world's largest Covid vaccination drive on January 16 and in 18 days the country has successfully vaccinated over 4.1 million healthcare workers.

#### Abstract:

In Indian society, women are traditionally discriminated against and excluded from political and family related decisions. According to a 2005 report from the Indian Ministry of Health and Family Welfare, the infant mortality rate among girls is 61% higher than that for boys. In times of crisis, when resources are strained and institutional capacity is limited, women and girls face disproportionate impacts with far reaching consequences that are only further amplified in contexts of fragility, conflict, and emergencies. Hard-fought gains for women's rights are also under threat. Violence against women has been increased drastically in this COVID-19 pandemic.

Present chapter focused on the situation of women due to the impact of COVID-19.

#### Introduction:

The COVID-19 pandemic in India is part of the worldwide pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The first case of COVID-19 in India, which originated from China, was reported on 30 January 2020. India currently has the largest number of confirmed cases in Asia, and has the second-highest number of confirmed cases in the world after the United States with more than 10.3 million reported cases of COVID-19 infection and more than 154,000 deaths as of February 2, 2021. The per day cases peaked mid-September in India with over 90,000 cases reported per day and have since come down to below 15,000 as of 2021 January.

## COVID-19 : IMPACT ON INDIAN WOMAN

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Some of the issues are dowry, domestic violence, acid cases, rape, harassment and many more issues that are faced by women in India.

**Some of the issues that are faced by a girl in India are:**

- Financial exclusion.
- Limited educational opportunities.
- Poor medical care.
- Insufficient access to sanitation facilities.

#### Crime against Women

Crime against women such as rape, acid throwing, dowry killings, honor killings, and the forced prostitution of young girls has been reported in India. Police records in India show a high incidence of crimes against women. The National Crime Records Bureau reported in 1998 that by 2010 growth in the rate of crimes against women would exceed the population growth rate. Earlier, many crimes against women were not reported to police due to the social stigma attached to rape and molestation. Official statistics show a dramatic increase in the number of reported crimes against women.

#### Acid throwing:

A Thomas Reuters Foundation survey says that India is the fourth most dangerous place in the world for women to live in. The survey itself has been criticized for bias. Women belonging to any class, caste, creed or religion can be victims of this cruel form of violence and disfigurement, a premeditated crime intended to kill or maim permanently and act as a lesson to put a woman



in her place. In India, acid attacks on women who dared to refuse a man's proposal of marriage or asked for a divorce are a form of revenge. Acid is cheap, easily available, and the quickest way to destroy a woman's life. The number of acid attacks has been rising.

#### **Child marriage:**

Child marriage has been traditionally prevalent in India but is not so continued in Modern India to this day. Historically, child brides would live with their parents until they reached puberty. In the past, child widows were condemned to a life of great agony, shaved heads, living in isolation, and being shunned by society. Although child marriage was outlawed in 1860, it is still a common practice. The Child Marriage Restraint Act, 1929 is the relevant legislation in the country.

According to UNICEF's "State of the World's Children-2009" report, 47% of India's women aged 20-24 were married before the legal age of 18, rising to 56% in rural areas. The report also showed that 40% of the world's child marriages occur in India.

#### **Domestic violence:**

Domestic violence in India is endemic. Around 70% of women in India are victims of domestic violence, according to Renuka Chowdhury, former Union minister for Women and Child Development. Domestic violence was legally addressed in the 1980s when the 1983 Criminal Law Act introduced section 498A "Husband or relative of husband of a woman subjecting her to cruelty".

The National Crime Records Bureau reveal that a crime against a woman is committed every three minutes, a woman is raped every 29 minutes, a dowry death occurs every 77 minutes, and one case of cruelty committed by either the husband or relative of the husband occurs every nine minutes. This occurs despite the fact that women in India are legally protected from domestic abuse under the Protection of Women from Domestic Violence Act.

In India, domestic violence toward women is considered as any type of abuse that can be considered a threat; it can also be physical, psychological, or sexual abuse to any current or former partner. Domestic violence is not handled as a crime or complaint; it is seen more as a private or family matter. In determining the category of a complaint, it is based on caste, class, religious bias and race which also determine whether action is to be taken or not. Many studies have reported about the prevalence of the violence and have taken a criminal-justice approach, but most women refuse to report it. These women are guaranteed constitutional justice, dignity and equality but continue to refuse

based on their sociocultural contexts. As the women refuse to speak of the violence and find help, they are also not receiving the proper treatment.

#### **Dowry**

In 1961, the Government of India passed the Dowry Prohibition Act, making dowry demands in wedding arrangements illegal. However, many cases of dowry-related domestic violence, suicides and murders have been reported. In the 1980s, numerous such cases were reported.

In 1985, the Dowry Prohibition (maintenance of lists of presents to the bride and bridegroom) Rules were framed. According to these rules, a signed list should be maintained of presents given at the time of the marriage to the bride and the bridegroom. The list should contain a brief description of each present, its approximate value, the name of who has given the present, and relationship to the recipient. However, such rules are rarely enforced.

A 1997 report claimed that each year at least 5,000 women in India die dowry-related deaths, and at least a dozen die each day in "kitchen fires" thought to be intentional. The term for this is "bride burning" and is criticized within India itself.

In 2011, the National Crime Records Bureau reported 8,618 dowry deaths. Unofficial estimates claim the figures are at least three times as high.

#### **Female infanticide and sex-selective abortion**

In India, the male-female sex ratio is skewed dramatically in favor of men, the chief reason being the high number of women who die before reaching adulthood. Tribal societies in India have a less skewed sex ratio than other caste groups. This is in spite of the fact that tribal communities have far lower income levels, lower literacy rates, and less adequate health facilities. Many experts suggest the higher number of men in India can be attributed to female infanticides and sex-selective abortions. The sex ratio is particularly bad in the north-western area of the country, particularly in Haryana and Jammu and Kashmir.

Ultrasound scanning constitutes a major leap forward in providing for the care of mother and baby, and with scanners becoming portable; these advantages have spread to rural populations. However, ultrasound scans often reveal the sex of the baby, allowing pregnant women to decide to abort female foetuses and try again later for a male child. This practice is usually considered the main reason for the change in the ratio of male to female children being born. In 1994 the Indian government passed a law forbidding women or their families from asking about the sex of the baby after an ultrasound scan (or any

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other test which would yield that information) and also expressly forbade doctors or any other persons from providing that information. In practice this law (like the law forbidding dowries) is widely ignored, and levels of abortion on female foetuses remain high and the sex ratio at birth keeps getting more skewed.

Female infanticide (killing of infant girls) is still prevalent in some rural areas. Sometimes this is infanticide by neglect, for example families may not spend money on critical medicines or withhold care from a sick girl.

Continuing abuse of the dowry tradition has been one of the main reasons for sex-selective abortions and female infanticides in India.

#### **Honor killings:**

Honor killings have been reported in northern regions of India, mainly in the Indian states of Punjab, Rajasthan, Haryana and Uttar Pradesh, as a result of the girl marrying without the family's acceptance, and sometimes for marrying outside her caste or religion. Haryana is notorious for incidents of honor killings, which have been described as "chillingly common in villages of Haryana". In contrast, honor killings are rare to non-existent in South India and the western Indian states of Maharashtra and Gujarat. In some other parts of India, notably West Bengal, honor killings completely ceased about a century ago, largely due to the activism and influence of reformists such as Vivekananda, Ramakrishna, Vidyasagar and Raja Ram Mohan Roy. In 2010, the Supreme Court of India issued notice in regard to honor killings to the states of Punjab, Haryana, Bihar, Uttar Pradesh, Rajasthan, Jharkhand, Himachal Pradesh and Madhya Pradesh.

#### **Accusations of witchcraft:**

Violence against women related to accusations of witchcraft occurs in India, particularly in parts of Northern India. Belief in the supernatural among the Indian population is strong, and lynching for witchcraft are reported by the media. In Assam and West Bengal between 2003 and 2008 there were around 750 deaths related to accusations of witchcraft. Officials in the state of Chhattisgarh reported in 2008 that at least 100 women are maltreated annually as suspected witches.

#### **Rape**

Rape in India has been described by Radha Kumar as one of India's most common crimes against women and by the UN's human-rights chief as a "national problem". Since the 1980s, women's rights groups lobbied for marital rape to be declared unlawful, but the Criminal Law (Amendment) Act,

2013 still maintains the marital exemption by stating in its exception clause under Section 375, that: "Sexual intercourse or sexual acts by a man with his own wife, the wife not being under fifteen years of age, is not rape". While per capita reported incidents are quite low compared to other countries, even developed countries, a new case is reported every 20 minutes. In fact, as per the NCRB data released by the government of India in 2018, a rape is reported in India in every 15 minutes. New Delhi has one of the highest rates of rape-reports among Indian cities. Sources show that rape cases in India have doubled between 1990 and 2008.

#### **Sexual harassment:**

Eve teasing is a euphemism used for sexual harassment or molestation of women by men. Many activists blame the rising incidence of sexual harassment against women on the influence of "Western culture". In 1987, The Indecent Representation of Women (Prohibition) Act was passed to prohibit indecent representation of women through advertisements or in publications, writings, paintings or in any other manner.

Of the total number of crimes against women reported in 1990, half related to molestation and harassment in the workplace. In 1997, in a landmark judgment, the Supreme Court of India took a strong stand against sexual harassment of women in the workplace. The Court also laid down detailed guidelines for prevention and redressal of grievances. The National Commission for Women subsequently elaborated these guidelines into a Code of Conduct for employers. In 2013 India's top court investigated on a law graduate's allegation that she was sexually harassed by a recently retired Supreme Court judge. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act came into force in December 2013, to prevent Harassment of women at workplace.

According to a report from Human Rights Watch, despite women increasingly denunciate sexual harassment at work, they still face stigma and fear retribution as the governments promote, establish and monitor complaint committees. As South Asia director at Human Rights Watch explained, "India has progressive laws to protect women from sexual abuse by bosses, colleagues, and clients, but has failed to take basic steps to enforce these laws". A study by Action Aid UK found that 80% of women in India had experienced sexual harassment ranging from unwanted comments, being groped or assaulted. Many incidents go unreported as the victims fear being shunned by their families.

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**Trafficking:**

The Immoral Traffic (Prevention) Act was passed in 1956. However many cases of trafficking of young girls and women have been reported.

**Sex ratios:**

India has a highly skewed sex ratio, which is attributed to sex-selective abortion and female infanticide affecting approximately one million female babies per year. In 2011, government stated India was missing three million girls and there are now 48 less girls per 1,000 boys. Despite this, the government has taken further steps to improve the ratio, and the ratio is reported to have been improved in recent years. The number of missing women totaled 100 million across the world. The male-to-female ratio is high in favor toward men in developing countries in Asia, including India, than that of areas such as North America. Along with abortion, the high ratio of men in India is a result of sex selection, where physicians are given the opportunity to incorrectly determine the sex of a child during the ultrasound. India currently has a problem known as the "missing women", but it has been present for quite some time. The female mortality in 2001 was 107.43. The deaths of these "missing women" were attributed to the death history rate of women in India starting in 1901.

The gap between the two gender titles is a direct response to the gender bias within India. Men and women in India have unequal health and education rights. Male education and health are more of a priority, so women's death rates are increasing. The argument continues that a lack of independence that women are not allowed to have is a large contributor to these fatalities. Women in India have a high fertility rate and get married at a young age. Those who are given more opportunity and rights are more likely to live longer and contribute to the economy rather than that of a woman expected to serve as a wife starting at a young age and continuing the same responsibilities for the rest of her life. As women continue to "disappear," the sex ratio turns its favor toward men. In turn, this offsets reproduction and does not allow for a controlled reproductive trend. While the excess mortality of women is relatively high, it cannot be blamed completely for the unequal sex ratio in India. However, it is a large contributor considering the precedence that Indian men have over women.

**Impact of COVID-19 on Women's Situation:**

Women pay the highest price during any major economic shock, said Mahesh Vyas, managing director and CEO of the Centre for Monitoring Indian Economy (CMIE), whose Consumer Pyramids Household Survey has collected weekly data at a national level since January 2016 from close to 175,000

households. In the aftermath of demonetization, 2.4 million women fell off the employment map while 0.9 million men came into jobs, said Vyas. Thus, it was women who bore the entire pain of job loss caused by demonetization. The economic shock caused by the COVID-19 pandemic is no different, he told India Spend. While it has "hit both genders", in absolute numbers more men than women lost jobs simply because there are more men than women in the labor force to begin with, said Vyas. "The hit on women, especially urban women, has been disproportionately high," he added. Of the 6.7 million women displaced from the labour force during this period, 2.3 million were rural women while 4.4 million were urban women. In fact, urban women saw the deepest losses with a labour force contraction of 27.2%, said Nikore. For urban men, the contraction was 2.8%.

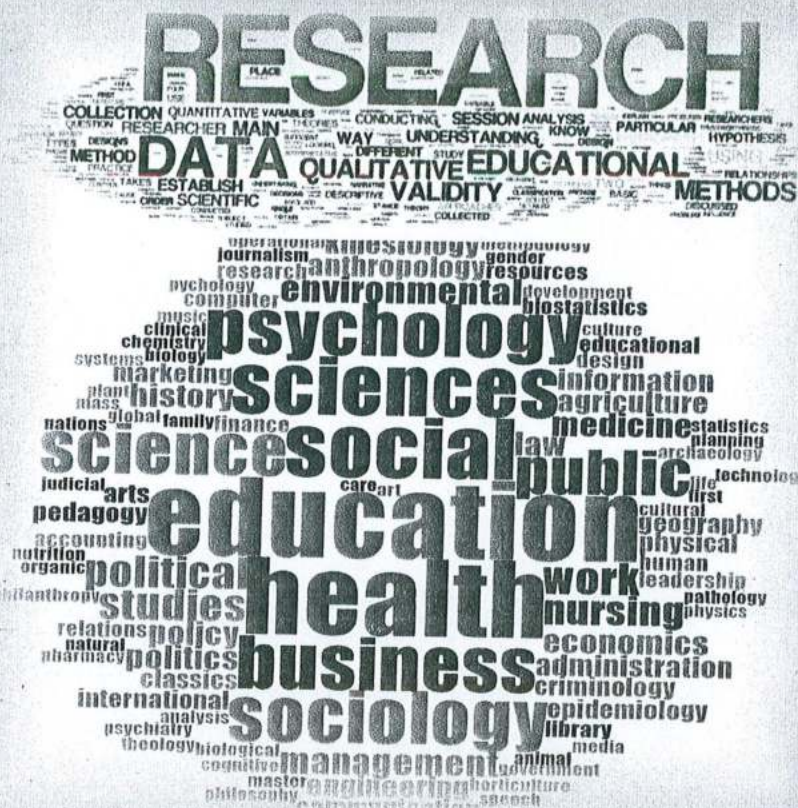
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# RESEARCH METHODOLOGY



Editor

**Dr. Ram P. Savanekar**



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■ Dr. Ram Punjaji Savanekar

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**Experimental Research and Design**

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Experimental Research - An attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur.

Experimental Design - A blueprint of the procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. It refers to the conceptual framework within which the experiment is conducted.

Steps involved in conducting an experimental study  
-Identify and define the problem.

-Formulate hypotheses and deduce their consequences.

-Construct an experimental design that represents all the elements, conditions, and relations of the consequences.

1. Select sample of subjects.

2. Group or pair subjects.

3. Identify and control non experimental factors.

4. Select or construct, and validate instruments to measure outcomes.

5. Conduct pilot study.

6. Determine place, time, and duration of the experiment.

-Conduct the experiment.

-Compile raw data and reduce to usable form.

-Apply an appropriate test of significance.

Essentials of Experimental Research

-Manipulation of an independent variable.

-An attempt is made to hold all other variables except the dependent variable constant - control.

-Effect is observed of the manipulation of the independent variable on the dependent variable - observation.

Experimental control attempts to predict events that will occur in the experimental setting by neutralizing the effects of other factors.

Methods of Experimental Control

-Physical Control

-Gives all subjects equal exposure to the independent variable.

-Controls non experimental variables that affect the dependent variable.



**Multiple Treatment Interference** - If the subjects are exposed to more than one treatment then the findings could only be generalized to individuals exposed to the same treatments in the same order of presentation.

**Example:** A group of CPA's is given training in working with managers followed by training in working with comptrollers. Since training effects cannot be deleted, the first training will affect the second.

**Tools of Experimental Design Used to Control Factors Jeopardizing Validity**

**Pre-Test** - The pre-test, or measurement before the experiment begins, can aid control for differential selection by determining the presence or knowledge of the experimental variable before the experiment begins. It can aid control of experimental mortality because the subjects can be removed from the entire comparison by removing their pre-tests.

However, pre-tests cause problems by their effect on the second measurement and by causing generalizability problems to a population not pre-tested and those with no experimental arrangements.

**Control Group** - The use of a matched or similar group which is not exposed to the experimental variable can help reduce the effect of History, Maturation, Instrumentation, and Interaction of Factors. The control group is exposed to all conditions of the experiment except the experimental variable.

**Randomization** - Use of random selection procedures for subjects can aid in control of Statistical Regression, Differential Selection, and the Interaction of Factors. It greatly increases generalizability by helping make the groups representative of the populations.

**Additional Groups** - The effects of Pre-tests and Experimental Procedures can be partially controlled through the use of groups which were not pre-tested or exposed to experimental arrangements. They would have to be used in conjunction with other pre-tested groups or other factors jeopardizing validity would be present.

The method by which treatments are applied to subjects using these tools to control factors jeopardizing validity is the essence of experimental design.

**SELF ASSESSMENT**

1. Define experimental research.
- Define experimental design.
2. List six steps involved in conducting an experimental study.
3. Describe the basis of an experiment.
4. Name three characteristics of experimental research.

5. State the purpose of experimental control.
6. State three broad methods of experimental control.
7. Name two type of validity of experimental design.
8. Define eight factors jeopardizing internal validity of a research design.
9. Define four factors jeopardizing external validity.
10. Describe the tools of experimental design used to control the factors jeopardizing validity of a research design.
11. Define the essence of experimental design.
12. Name and describe the four types of experimental designs.

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## The Literature Review: The Key Step in Research Methodology

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### Introduction

A literature review represents a substantial component of any social work dissertation, and for some topics it can represent the most critical stage. Generally the literature review supports most of the key stages of any dissertation; from the development of a proposal to the final write up and dissemination. It should provide valuable information about a topic, offer related (and often contrasting and diverse) viewpoints from a range of authors, and may offer historical, theoretical and methodological themes that link to any subject matter. This chapter looks at the literature review in general and suggests key sources of information on which to draw. The chapter also provides practical tips on undertaking a literature review and looks specifically at literature based dissertations.

### The literature review

Holloway (1997: 99) summarizes a literature review when she declares that 'Researchers trawl the relevant and related literature, summarise the main ideas from these studies as well as some of the problems and contradictions found, and show how they relate to the proposed project.' Just as significant are attempts to *critically engage with* and *analyse* any findings. As Walliman (2006: 182) underlines:

Doing a literature review means not only tracking down all the relevant information, but also taking a critical position on the ideas contained therein . . . providing a description is not enough; your task is to give your own personal and professional appraisal of the content and quality of the text in question.

This process is especially significant in qualitative research; perhaps even more so within an *applied* discipline such as social work in which ethics and values play such a central role.

There are many reasons for undertaking a literature review, which include that it:

- helps to stimulate ideas;
- illustrates what other researchers have done in your area;
- broadens perspectives and places work into context;



- supports and expands upon personal experience;
- helps to fulfill the expectations of a supervisor;
- offers familiarity with different research methodologies and methods used by other researchers;
- improves research skills and knowledge;
- improves reading;
- may improve writing style by offering examples of how to construct and present arguments or a theory;
- helps to better understand a discipline and subject area.

(Adapted from Blaxter *et al.*, 2006: 93)

**Warburton (2004: 9-22) offers some general guidelines when reading around any topic. In particular it is advisable to:**

***Avoid being a passive reader*** By taking notes and thinking carefully about the arguments or points raised by an author much more can be gained from reading. Questions such as 'Is the author right?' or 'Has adequate evidence been provided to support an argument?' will allow a considered approach to each literary source and also assist the development of any study.

***Get an overview*** Try to identify the core arguments within any article or book. The title, abstract of a paper or summary towards the rear of a book will help, but keeping notes and making references will also support a literature review. Identifying key passages and themes also support this process.

***Avoid getting bogged down with details*** Re-read material if it is not clear or you don't understand it but remember that the central points that link to your topic are usually the priority and if you do not understand other sections this may not be a concern. First and last paragraphs are often important within an article as they often contain core details that relate to an article or academic paper.

***Look for signposts*** These are typically indicated at the beginning of a paragraph and are represented by statements that explicitly detail the direction in which the author is taking us. They can help us better understand the arguments and general points within an article or book. It will be of benefit to keep in mind your research question and ask whether any published article is helping to explore and answer the question itself. Ask yourself if it is helping to fulfill the objectives set out within a research proposal. Available literature should link to such core sections within a proposal and also begin to allow the development of a research method – for example, likely questions to ask research participants.

It will also help to explore material relating to qualitative research methodology as part of a literature review and help you to:

- gain an understanding about research methodology;
- understand how different approaches are applied in *practice* by other people;
- grasp and fully appreciate research approaches that differ from your own;
- extend your research knowledge base and skills;
- learn how to present and detail a methodology from examples set by professional researchers. Walliman (2006: 184) has argued convincingly that there are four components to a literature review. Below is an attempt to link each with social work research:

**1 *Research theory and philosophy*** This represents an endeavor to 'establish the intellectual context(s) of research related to your subject'. For example, what theories have been used by other researchers to help explore the themes that you are attempting to address, and could they also be of use to your own research?

**2 *History of developments in your subject*** This section of a literature review seeks to explore the 'background to current thinking'. For example, how did we come to practise in the way we do *today* as part of child or adult protection? How has this changed in the past decade? How has a specific form of practice developed over the past century? In a discipline such as social work historical trends are often prioritized because of their impact regarding policy, legislation and the subsequent influence upon social and cultural trends. For most topics there will also be a need to consider both older publications and more recent works.

**3 *Latest research and developments in your subject*** This explores 'current issues' and 'latest thinking and practice', and will integrate current debates within social work. Ultimately you should try to bring the reader up to date with any major developments in social work practice or research that link to a topic under investigation. As ever there will be a need to use your discretion and be succinct if you have limited space to explore any individual themes.

**4 *Research methods and methodology*** Again it will help to consider your own methodology alongside approaches utilized by other researchers in the field. Looking at how other people design their research processes is always a useful way to stimulate ideas. The extent and type of literature review undertaken will tend to vary between topics. For example, a review for a literature based dissertation will take much longer, and tend to be more rigorous than many that are linked to empirical research. This

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is primarily due to a need to adequately answer the research question, but it is also influenced by the amount of available time to undertake such work. For empirical research there are more research stages as part of the research process – these may include gaining access to participants such as for interviews, completing any such research method(s), processing and assessing your empirical data, and so on. Such practice based tasks often take up an extensive amount of time so your literature review will inevitably be briefer. In general, the more focused a topic then the more manageable a literature review will be – a broad and non-specific topic is likely to generate a literature review that is time consuming and laborious, and which may prove difficult to complete.

#### **Primary and secondary sources**

Information from primary sources tends to be collected from 'hands on' experience and research methods such as interviews or focus group meetings. Less common sources such as statistical data bases and film or video material may still be suitable if they are closely linked to a topic. In practice, however, core secondary sources such as journal articles, textbooks, chapters in textbooks, and monographs will constitute the key resources which most dissertations will rely upon for a literature review.

#### **Key sources of secondary information**

Sources of secondary information or 'data' include the following.

#### **Journals**

Articles in journals often represent the most reliable sources of information for any topic as part of a social work dissertation. This is because journal articles tend to be more up to date, focused, detailed and briefer than other sources such as most course textbooks or Internet sites. Journal articles are also usually peer reviewed and contain a rich source of empirical and/or conceptual or theoretical findings. There are a variety of journal formats including those dealing with local, national and international issues, interdisciplinary and subject specialties, as well as applied and practitioner-led approaches. Core social work journals such as the *British Journal of Social Work* or *Qualitative Social Work* should always be checked first for articles that are linked to a topic area. Following this, core journals in related disciplines such as social policy, sociology, psychology, law, etc. can also be searched. For an initial literature review and proposal you should be able to rely upon a handful of journal articles, key textbooks and chapters in books that *closely relate* to your topic. The advantage of this strategy is that you are able to rapidly familiarize yourself with current thinking around a topic, and should also

be able to gain some historical perspectives from the articles themselves. As journals usually represent the best and most reliable sources of information for a dissertation you should aim to have between a quarter and a third of all references sourced from journal articles cited in the reference list of your dissertation.

This will not always be possible depending on the nature of the research question being explored but remains a rough guide to aspire to. Finally, it is important to remember that although journal articles typically provide the bedrock of quality research they also tend to vary in quality. For example, some journals are more rigorous in their peer review of articles than others. It may help to consult with your supervisor about reliable journals.

#### **Monographs**

A monograph is a published academic thesis (usually presented in book or booklet form) that explores in detail a single subject or series of related topics. It can be historical, political or explore a theme such as informal or institutional care for people with mental health needs. This format differs from most course textbooks because of the extent of detail and rigorous academic examination that usually takes place. More often than not the content will include extensive analysis throughout. Sometimes a monograph may develop from research undertaken for a PhD or simply follow one academic's area of interest.

#### **Introductory and overview textbooks**

Course textbooks tend to dominate the market of published academic material in book form. This is because they offer a general and relatively easy to follow guide to a discipline and are therefore popular with students and practitioners. Although this can be beneficial in offering an initial overview it is advisable not to over-rely on such books. This is because much of the material contained within is wide ranging and one of the key purposes of a dissertation is to critically explore the *more specific nuances* of a series of debates or set of themes.

#### **Edited collections and subsequent chapters**

An edited collection is a set of articles held in a textbook that link to a specific topic (community care, mental health needs and social work, foster care, etc.). Articles typically comprise contributions from different authors. There are many edited collections linked to social work and related disciplines such as social policy. The writing style, content and presentation in such a format are usually held *between* an academic journal paper and an introductory textbook.



Edited collections can be helpful in supporting any thesis – especially if the collection of articles is closely tied to a research topic.

In general there are two major types of edited collection – those that encompass broader trends in social work and other disciplines (for example, Parton, 1996) and publications that are more specific and explore one aspect of a subject in great detail (for example, Symonds and Kelly, 1998). Like all publications, edited collections come in all shapes, sizes and standards regarding quality – it is up to you to assess whether they are of relevance to your work and what the strengths and weaknesses are of each contribution.

#### **Government publications**

A number of government publications relate to social work research. Many can be found in an academic library or can be ordered or downloaded from websites. For example, in the UK the following websites are helpful for accessing government related publications:

**www.parliament.uk** The House of Parliament website offers reports, findings from research, copies of acts of legislation and other information.

**www.opsi.gov.uk** The Office of Public Sector Information offers informative video streams, legislation from 1987 onwards, and also provides a register of unpublished information and feeds to other legislation in the UK.

**www.dfes.gov.uk** and the **www.doh.gov.uk** The Department of Children, Schools and Families and the Department of Health websites provide statistics, research findings, legislation and other information. Remember that government material is likely to be slanted in favour of a political party and may also contain rhetorical claims.

#### **Legislation**

Major acts of legislation including Green and White papers in Britain and forms of Guidance are usually accessible from academic libraries or the websites identified in the previous section above. There is also a range of critical textbooks and journal articles that deal specifically with legislation, social policy and related disciplines. If you are concentrating upon the impact of a specific act of legislation upon a form of social work practice it is essential to read as widely as possible from different sources, including critical responses to the impact of the policy upon service users and practitioners. Typically, published legislation alone will only offer one side of a series of complex arguments and political stances.

#### **Popular media**

Newspapers tend to be kept in most university and college libraries and potentially can provide a good source of up to date information relating to specific topics. Inevitably some sources are more reliable than others and established 'broadsheet' publications tend to be more reliable regarding their factual accuracy and less biased reporting of facts. It is not advisable however to over-rely on the popular media as a source of information since it is generally acknowledged that any such reports are politically biased. The television and Internet can also be used as a source of information relating to popular media outlets.

#### **Independent reports**

Voluntary organizations, university departments and salaried researchers and independent organizations sometimes engage in research that leads to subsequent publications. Such reports may link to social work and specifically your topic – common areas to be studied include service user needs, support service evaluations or the impact of legislation on a particular service user group. Large voluntary organizations such as Age Concern or Barnardos in the UK tend to publish their own research findings, as does the Joseph Rowntree foundation. Many reports are also available via the Internet. Some reports will be published and some are stored in university libraries. It may be advisable to consult with your librarian or check the library index for any related reports.

#### **Previous dissertations**

Many university libraries or colleges typically stock dissertations completed by previous students. It is always worthwhile checking through some of these – especially to offer guidance on how to arrange and structure your thesis.

#### **Specialist magazines**

Professional magazines such as *Community Care* and *Care and Health* can offer practical, up to date and (sometimes) critical guidance on current research, policy and practice in social work. Such weekly or monthly magazines usually have their own websites complete with a search engine to help you find articles from previous editions.

#### **Key authors' references and websites**

Most topics will link to researchers and authors that specialize in this area of interest. It is sometimes worthwhile searching for other material published by such authors just to check if there are any publications or related material you may have missed. Personal websites kept by authors can help and you may again wish to scour the reference



lists at the rear of any of their published work to check for material that links to your topic.

### Reliable Internet sources

The Internet can offer an invaluable resource for literature based and empirical social work research. There are, however, a number of problems that relate to any *over-reliance* upon Internet sources. This is chiefly due to the almost infinite number of websites now available and also the lack of regulation attached to the Internet as a whole. Consequentially, it is imperative to be selective about using the Internet as a potential source of information.

There are a number of websites which may help support a social work dissertation. Service evaluations or the impact of legislation on a particular service user group.

### Keeping records and taking notes

It is beneficial to keep a record of all of the literary sources you access. This may assist a quick recollection of previously explored information and knowledge and also support any writing process or final reference list within a dissertation.

The main details to keep a record of include:

- names of author(s)
- title of paper, book, etc.
- date of publication
- publisher and place of publication
- source details – for example, name of journal and volume, number, etc.
- a summary of key points raised in the article, paper, chapter, etc.

Although it may suffice to keep general notes regarding such information index cards can help provide a more comprehensive system. Such organized note taking allows key points and authors to be quickly compared and contrasted, as well as different arguments, theories or general ideas. Just reading material and highlighting themes may limit your capacity to conceptualize arguments and analyse themes.

### The literature review process and critical analysis

The capacity to undertake a critical analysis of previous research is fundamental to any literature review. Blaxter *et al.* (2006: 104, my emphasis) maintain that within academic discourse 'being critical' is the capacity to offer 'a considered . . . and justified examination of what others have written or said regarding [a] subject in question'. As a social work student this means offering a personal and professional assessment of the quality of any related published work consumed.

This may be achieved by a combination of methods in which each article, book, report, etc., is appraised with special attention given to:

- the quality of the *evidence* presented to support the general thesis and arguments – for example new data or the coherence and logic of new arguments;
- whether or not any evidence originates from, and is supported, by *credible sources*, such as other people's research, data or arguments;
- the *arguments* presented and especially whether they are sound and consistent;
- whether the use of *supporting theory* is viable and sound and how this compares to competing theoretical standpoints. For example, the conflict between Marxist and postmodernist standpoints regarding class, gender or power relations;
- the strengths and weaknesses of any *findings* and *discussion*. For example, the research may highlight the impact of unemployment upon a particular group of service users but neglect the effect of race and ethnicity;
- what the author(s) are presenting that is *new* or *different* regarding any debate. Is this unique or distinct stance adequately supported by evidence?
- the *wider context* of the publication, such as the influence of related historical trends, discourses and ideological forces, and ongoing debates, etc.;
- how the work *compares* with other publications, arguments and research findings. For example, is it more convincing, thorough, better argued and presented, or deficient and lacking in evidence? What is the relevance of the work in comparison to others?
- how each *links* to your own research question and topic;
- the *research methodology* utilized, including in comparison to others. (Adapted from Harvey, 1990; Dominelli, 2002; Walliman, 2006)

As detailed in earlier arguments, trends or 'facts' should never be accepted at face value, and instead should remain open to careful yet justified criticism (with evidence) by a student. This might include looking carefully at an author's methodology for possible weaknesses, or maybe considering carefully their presentation of arguments and conclusions for possible inconsistencies or deficiencies.

### Summary

This chapter has stressed the central role of the literature review in all dissertations.



In practice, most dissertations tend to be strongly influenced by the extent and thoroughness of a literature review – this is because the literature review represents the *foundation* of any research project or thesis. A slender or hurried literature review may lead to incomplete or inappropriate interview questions, and may also yield limited insight, analysis and conclusions.

Literature based dissertations have a number of advantages. These may include more time to investigate and explore secondary sources, as well as provide an opportunity to explore in more depth a topic not adequately detailed on a social work course.

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# Appendix III

Papers in proceeding



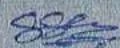
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# **WOMEN IN INDIA AND ISRAEL : PAST, PRESENT AND FUTURE**

(Proceeding)



**Editor in Chief**  
**JYOTI NISWADE**



**OFFICIATING PRINCIPAL**  
Athavale College of Social Work



# **WOMEN IN INDIA AND ISRAEL : PAST, PRESENT AND FUTURE**

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## STUDY ON ISSUES AND POSSIBLE SOLUTIONS FOR WOMEN EMPOWERMENT IN INDIA

▪ Dr. Chandrashekhar S. Malviya

### Abstract

*This paper attempts to analyze the status of Women Empowerment in India and highlights the Issues and Challenges of Women Empowerment. Today the empowerment of women has become one of the most important concerns of 21st century. But practically women empowerment is still an illusion of reality. We observe in our day to day life how women become victimized by various social evils. Women Empowerment is the vital instrument to expand women's ability to have resources and to make strategic life choices. Empowerment of women is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, in the society. It is the process of guarding them against all forms of violence. The study is based on purely from secondary sources. The study reveals that women of India are relatively disempowered, and they enjoy somewhat lower status than that of men despite many efforts undertaken by Government. It is found that acceptance of unequal gender norms by women are still prevailing in the society. The study concludes by an observation that access to Education, Employment and Change in Social Structure are only the enabling factors to Women Empowerment.*

### Introduction

The origins of the concept of empowerment go back to the civil rights in the USA in the 1960. Since the mid-1980s the term empowerment has become popular in the field of development, especially in reference to women. In grassroots programs and policy debates alike, empowerment has virtually replaced terms such as welfare, upliftment, community participation, and poverty alleviation to describe the goal of development and intervention. Women constitute almost 50% of the world's population but India has shown disproportionate sex ratio whereby female's population has been comparatively lower than males. As far as their social status is concerned, they are not treated as equal



approximately from 500 B.C., the situation worsened with invasion of Mughals and later by European invaders. The real change came after independence. Constitution of India guarantees equality to women (Article 14). There are other articles too which ensure rights of women e.g. no discrimination by the state [article 15 (1)] equality of opportunity (Article 16) etc. Feminist activism picked up momentum in India during later 1970's. Later, many groups and NGO's have been working for the Empowerment of women. We are proud that in Indian Women got voting right much before USA and some other European countries.

#### Objectives of the Study

1. To know the need of Women Empowerment.
2. To assess the Awareness of Women Empowerment in India.
3. To study the Government schemes For Women Empowerment.
4. To identify the Hindrances in the Path of Women Empowerment.

#### Why Need of Women Empowerment?

Reflecting into the "Vedas Purana" of Indian culture, women is being worshiped such as LAXMI MAA, goddess of wealth; SARSWATI MAA, for wisdom; DURGA MAA for power. The status of women in India particularly in rural areas needs to address the issue of empowering women. About 66% of the female population in rural area is unutilized. This is mainly due to existing social customs. In agriculture and Animal care the women contribute 90% of the total workforce. Women constitute almost half of the population, perform nearly 2/3 of its work hours, receive 1/10th of the world's income and own less than 1/ 100th the world property. Among the world's 900 million illiterate people, women outnumber men two to one. 70% of people living in poverty are women. Lower sex ratio i.e. 933, The existing studies show that the women are relatively less healthy than men though belong to same class. They constitute less than 1/7th of the administrators and managers in developing countries. Only 10% seats in World Parliament and 6% in National Cabinet are held by women.

Women are deprived of

1. Decision Making Power
2. Freedom of Movement



3. Access to Education
4. Access to Employment
5. Exposure to Media
6. Domestic Violence

### Crime Against Women

The crimes against women fly directly against orchestrating Women Empowerment in India. A report on the crimes against Women by the National Crime Records Bureau comes up with alarming statistics. The Crime Head Wise details of reported crimes during the year 2009 to 2013 along with percentage variation are presented in Table 1;

**Table 1: Crime Head - Wise Incidents of Crime Against Women During 2009-2013 and Percentage Variation in 2013 over 2012**

Sl. No.	Crime Head	Year					Percentage Variation in 2013 over 2012
		2009	2010	2011	2012	2013	
1.	Rape Sec 376 IPC	21397	22172	24206	24923	33707	35.2
2.	Kidnapping and abduction Sec. 363 to 373 IPC	25741	29795	35565	38262	51881	35.6
3.	Dowry Death Sec. 302/ 304 IPC	8383	8391	8618	8233	8083	-1.8
4.	Cruelty by husband or his relatives (Sec. 198-AIPC)	89546	94041	99135	106527	118866	11.6
5.	Assault on women with in tentto outrage her modesty Sec 354 IPC)	38711	40613	42968	45351	70739	56.0
6.	Insult to the modesty of women (Sec. 509 IPC)	11009	9961	8570	9173	12589	37.2
7.	Importation of girl from foreign country Sec. 366-BIPC)	48	36	80	59	31	-47.4
<b>A</b>	<b>Total IPC crime against Women</b>	<b>194832</b>	<b>205009</b>	<b>219142</b>	<b>232528</b>	<b>295896</b>	<b>27.3</b>
8.	Commission of Sati Prevention Act, 1987	0	0	0	0	0	0.0
9.	Immoral Traffic Prevention) Act 1956	2474	2499	2435	2563	2579	0.6
10.	Indecent Representation of Women (P) Act, 1986	845	895	453	141	362	156.7
11.	The Dowry Prohibition Act, 1961	5650	5182	6619	9038	10709	17.9
<b>B</b>	<b>Total SLL crime against Women</b>	<b>8969</b>	<b>8576</b>	<b>9507</b>	<b>11742</b>	<b>13650</b>	<b>16.2</b>
	<b>Total A-B</b>	<b>203804</b>	<b>213585</b>	<b>228649</b>	<b>244270</b>	<b>309546</b>	<b>26.7</b>

A total of 2,44,270 Incidents of Crime against Women (both under IPC and SLL) were reported in the country during the year 2012 as compared to 2,28,649 in the year 2011 recording an increase of 6.4% during the year 2012. These crimes have continuously increased during



2008-2012 with 1,95,856 cases in the year 2008. 2,03,804 cases in 2009 and 2,13,585 cases in 2010 and 2,28,650 case in 2011 and 2,44,270 cases in the year 2012. The proportion of IPC crimes committed against women towards total IPC crimes has increased during the last 5 years from 9.2% in the year 2009 to 11.2% during the year 2013. variations are presented in table 2.

**Table 2 : Proportion of Crime Against Women (IPC) Towards Total IPC Crimes**

Sl. No.	Year	Total IPC Crimes	Crime Against Women (IPC) Cases	Percentage to Total IPC Crimes
1	2009	21,21,345	2,03,804	9.2
2	2010	22,24,831	2,13,585	9.6
3	2011	23,25,575	2,28,649	9.4
4	2012	23,87,188	2,44,270	10.2
5	2013	26,47,722	3,09,546	11.2

### **Hindrances of Women Empowerment:**

The main Problems that were faced by women in past days and still today up to some extent:

1. Gender discrimination
  2. Lack of Education
  3. Female Infanticide
  4. Financial Constraints
  5. Family Responsibility
  6. Low Mobility
  7. Low ability to bear Risk
  8. Low need for achievement
  9. Absence of ambition for the achievement
  10. Social status
  11. Dowry
  12. Marriage in same caste and child marriage (still existing)
- Atrocities on Women (Raped, Kicked, Killed, Subdued, humiliated almost daily.)



### **Steps Undertaken in India for Women Empowerment**

The Constitution framers were very much conscious of the problem of women empowerment hence they ensured that the Principle of Gender Equality is enshrined in the Indian Constitution in its Preamble, Fundamental duties and Directive Principles. The Constitution empowers the states to adopt measures of positive discrimination in favor of women. The National Policy for the Empowerment of women (2001) was an important step taken by the Government of the time for accelerating the pace of women empowerment. The policy was aimed at ensuring women empowerment through positive economic and social policies for the full development of women. The policy assured equal access to women to health care, quality education, participation and decision making in Social, Political and economic life of the nation. The National Policy also aims at strengthening legal system for eliminating discrimination against Women. It also visualizes strengthening partnership with Civil Society, particularly Women's organizations. States have also taken various measures for empowerment of women.

### **Government Schemes for Women Empowerment**

The Government schemes for women development began as early as 1954 in India but the actual participation began only in 1974. At present, the Government of India has over 34 schemes for women operated by different department and ministries. Some of these are as follows;

1. Rastria Mahila Kosh (RMK) 1992-1993
2. Mahila Samridhi Yojana (MSY) October, 1993.
3. Indira Mahila Yojana (IMY) 1995.
4. Women Entrepreneur Development programme given top priority in 1997-98.
5. Mahila Samakhya being implemented in about 9000 villages.
6. Swayasjdha.
7. Swa Shakti Group.
8. Support to Training and Employment Programme for Women (STEP).
9. Swalamban.
10. Crèches/ Day care centre for the children of working and ailing mother.



11. Hostels for working women.
12. Swadhar.
13. National Mission for Empowerment of Women.
14. Integrated Child Development Services (ICDS) (1975),
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31. SBI's Sree Shaki Scheme.
32. SIDBI's Mahila Udyam Nidhi Mahila Vikas Nidhi.
33. NGO's Credit Schemes.
34. National Banks for Agriculture and Rural Development's Schemes

The efforts of government and its different agencies are ably supplemented by nongovernmental organizations that are playing an equally important role in facilitating women empowerment. Despite concerted efforts of governments and NGOs there are certain gaps. Of-course we have come a long way in empowering women, yet the future journey is difficult and demanding.

### **Social Empowerment of Women**

Under the social empowerment of women steps needs to be taken to improve the health status of women, reduce maternal mortality



especially in the areas which do not have good medical facilities. A programme for checking the spread of sexually transmitted diseases like HIV/AIDS and infections / communicable diseases like T.B. needs to be launched. Women face high risk of malnutrition hence focused attention would have to be given to meet the nutritional needs of women at all stages of their life cycle. The problem in the country is serious about the women belonging to disadvantaged groups. They are the most exploited lot. Awareness programmes need to be organized for creating awareness among women especially belonging to weaker sections about their rights. Government must be vigilant for ensuring that there is no discrimination against the girl child and her rights are protected. The social stigma like child marriage, child abuse and child prostitution must be eradicated immediately.

### **Education**

Education is a powerful tool of social transformation. Hence, education for Women must be paid special attention. Greater access for women to education must be ensured in the educational system. Gender sensitivity must be developed. A watch must be kept on dropout rate of girls and corrective measures should be taken to check the dropout rates.

### **Role of NGO's in Women Empowerment**

Governmental Organizations are formal agencies working for the empowerment of women. But this work requires multidimensional approach and hence many voluntary organizations / NGO's have gained increased attention in the field from grass – root level to national & international level. Their role is so impressive because they work with missionary zeal and commitment. The working style of NGO's is open, transparent and personal. So, they are more effective in this direction. They organize seminars, conferences and workshops for the awakening of the masses. Their mass appeal – style contributes to a better understanding of women's rights and of the means to ensures the enjoyment of those rights and the elimination of discrimination. They prepare urban and rural uneducated women for self – employment, which is vital for the economic empowerment of the women. In short, all these programs and functions of NGO's contribute towards the realization of sustainable community development and hence women empowerment.



## Conclusion

“When women move forward the family moves, the village moves, and the nation moves”. It is essential as their thought and their value systems lead the development of a good family, good society and ultimately a good nation. The best way of empowerment is perhaps through inducting women in the mainstream of development. Women empowerment will be real and effective only when they are endowed income and property so that they may stand on their feet and build up their identity in the society.

The Empowerment of women has become one of the most important Concerns of 21 century not only at national level but also at the international level. Efforts by the Govt. are on to ensure gender equality, but Government initiatives alone would not be enough to achieve this goal. Society must take initiative to create a climate in which there is no gender discrimination and women have full opportunities of Self decision making and participating in the Social, Political and Economic life of the Country with a sense of equality.

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# WOMEN IN INDIA AND ISRAEL : PAST, PRESENT AND FUTURE

(Proceeding)



Editor in Chief  
**JYOTI NISWADE**



**WOMEN IN INDIA AND ISRAEL :  
PAST, PRESENT AND FUTURE**  
(Proceeding)


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## ISSUES AND CHALLENGES OF WOMEN BELONGING TO MARGINALIZED SECTIONS OF SOCIETY

▪ Dr. Naresh S. Kolte

### **Abstract**

*Women in India : In India the cast system is dominant and ruling philosophy of Hinduism. Which divides the lower cast that is the dalit people from the upper cast the challenges faced by lower cast women are:*

*Economic Backwardness, Ignorance, Absolute poverty, Severe condition of reproductive health, Sexual exploitation, Lack of employment opportunity, Illiteracy*

*Women in Israel : Understanding the reasons for the under representation of Israel Arab women within the health care system is crucial for creating future strategies for intervention, in order to minimized the gaps in the health care system and thus improve the medical services and health status. Our paper tries to shed light on the underrepresentation and the marginalization of the Israel Arab women in society in general.*

*This paper examines the past, present and future situations of India and Israel of the issues and challenges faced by the women belonging to marginalized sections of society.*

### *Key Words:*

- *Challenges faced by women of marginalized sections of society in India.*
- *Challenges faced by women of marginalized sections of society in Israel.*

### **Women in India**

**Economic backwardness :** The lower caste women in India doesn't have economic stability. They have to depend on some other person even for their daily needs. But however it has been declined from 48.6 percent in 1993-94 to 37.9 percent in 1999-2000 and further reduced to 30.3 percent in 2009-10. The lower caste women are the minority amongst the minority so they have to suffer the most economically.



**Ignorance** : The women feel excluded and ignored in the family and in the society. For them the men are providers and are responsible for the whole family. They even teach the next generation about their orthodox thinking. Giving attention and understanding the problems of the women would help us to build a strong nation.

**Absolute poverty** : In India around 30 percent SC population lives below the poverty line and the figure has not changed in the last few decades. Though SC women record relatively higher work participation Rate compared to the non-SC/ST women, most of them are engaged in low paid elementary jobs and very few are found in professional or technical jobs. Wage gap between SC and non-SC/ST women is also very high. Unemployment rate is the highest among SC/ST women with graduate and above degrees.

**Severe condition of reproductive health** : Health condition of a social group is intricately with social economic condition. Thus, health condition differs across regions depending on the economic and social development of a place. In a caste divided society like India, health conditions varies across social groups, and this section provides a comparative analysis of Dalit and non-Dalit women's health outcomes and access to healthcare services. The previous section on demographic indicators has already highlighted the fact that Dalit population is lagging behind. At the same time many number of SC women are facing underage marriage leading to adolescent pregnancy, which is not good for the health of a women.

**Sexual exploitation** : In India's caste system the Dalits are regarded as the lowest of the low. Seen as unclean they are considered untouchable by the higher castes. The country's 2011 census, the latest available states that just over 16 percent of India's population are Dalits—making up roughly 200 million people. According to India's National Crime Records Bureau, more than four Dalit women are raped everyday in India. The NRCB's 2014 statistics say crime against Dalits rose 19%.

**Lack of employment opportunity** : Unemployment for SC women increased in 2004-05 and 2009 -10, but again declined in 2011-12. There is very little gender gap in unemployment for SC population. Unemployment rate for Non-SC/ST population is 6.6 in 2011-12 which is slightly lower than the SC females.



Unemployment rate is the highest among SC women with graduate. Nearly 29% SC and 20.3% ST women whereas 12% Non-SC/ST/OBC.

**Illiteracy** : According to 2011 Census, the overall literacy rate of India is 73.8% with a male literacy of 82.1% and female literacy of 65.5% the Census provide a positive indication that growth in female literacy rates (11.8%) was substantially faster than in male literacy rates (6.9%) in the 2001-2011 decadal period, which means that the gender gap appears to be narrowing. SC and ST record 66 and 59 % literacy rates while Non-SC/ST population records 76% literacy rate. Therefore, there is a high gap in literacy rates among the three social groups. Gender gap in literacy is remarkable across all social groups.

### **Women in Israel**

The Arab minority is the largest ethnic minority in Israel, comprising about 20 % of the population. In spite of being the largest ethnic minority in the country, the Arab women in Israel suffers from many inequalities. These include: lower social economic status, higher unemployment rates, lower education levels and a long history of marginalization disadvantage in income, education and employment.

Reflections on the under-representation of Arab women in the health system:

Arab women who are a minority within the minority, accordingly they suffer from double marginalization being women within the Arab patriarchal society and belonging to an ethnic minority in the dominantly Jewish nation state of Israel. They experienced the racial inequalities.

The reason for the relatively low percentage of women Arab students accepted to study medicine in Israel medical school due to restrictive prerequisites such as psychometric tests, difficult interviews in Hebrew language in addition to high marks in the matriculation exams. Therefore, Arab students who wish to pursue a medical care are often forced to face their fate and study abroad, away from their families.

Furthermore, men in the Arab society are viewed as the providers for their families while women on the other hand are responsible for taking care of the children, and to be at home, with the family. This makes it difficult for them to pursue education. The long studying years and the hard work conditions pose additional barriers.



This also brings us to the point that when a male Arab is not accepted to Israel medical schools he will try to find an alternative abroad. Arab females don't have such an option ; therefore, they seek different fields of study in Israel, such as nursing or teaching. All this contributes to the under-representation of females in medical field.

### **The Arab women tolerate double challenges:**

Arab women face the religious and traditional roles which prohibit them to be alone abroad and face the challenges a new language, adapting to the new society's customs and taking into consideration the economic challenge which, taken as a whole, limit them to study abroad. Indeed, talented Arab male students are urged by their families to study and practice medicine abroad, also because the subject considered prestigious and respectable in the community. Exceptional Arab student women on the other hand, are channeled to teaching in their local communities.

### **Conclusion**

We still hope that the policy makers of both the countries would build a more liberal society for the women. Providing them facilities for education, sanitization, healthcare, employment and economic support. But, it's not only on the policy makers It's on the society including ourselves to build a more better nation for the women.

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## NUTRITIONAL STATUS OF SCHEDULE TRIBE PREGNANT WOMEN OF AMRAVATI DISTRICT OF MAHARASHTRA

▪ Dr. Devendra P. Sontakke

### **Abstract:**

*Anemia is a characterized by a low level of hemoglobin in the blood. Hemoglobin is necessary for the transporting oxygen for lungs to other tissue of the body. Anemia is usually result from nutritional deficiency of iron folic vitamin B<sub>12</sub> and some other nutrient. According to centre for disease control & prevention.*

*Health is a major instrument of social & economic development and it can be playing a very important role in the creation of new world. The level of development achieved by a society is often determined on the basis of the level of Health and System of Health prevalent in the society. In Article 47 of the Directive principle of state policy, "The constitution obligates the state to raise the level of Nutrition and Standard of people and improve public health". According to "right to Health" in the Universal declaration of Human Right, "Everyone has to right to a standard of Living, adequate for the well being of himself and his family." In a developing country like India, medical practitioners can no longer confine their role to diagnosing ailment. Women have been then able to make meaningful contribution to society. They have to play the role of educator, counselor and as the agent of Social change, health as evolved from being only an individual concern's to that of major social goal and an important factor. This encompasses the Quality of community life.*

*Vegetarian diets may help in weight loss and long-term weight control and are associated with longevity Diets containing animal products are generally higher in fat and calorific value while plant foods are low in energy and are nutrient dense .Remember what Einstein said; "Nothing will benefit human health and increase chances for survival of life on Earth as much as the evolution to a vegetarian diet.*

**"Key words:** *Anemia, nutritional status, pregnant women etc.*



**Objectives of the study:**

These objectives are scientific and based on empirical data, which is quantified and analyzed through statistical means. The data for the study are collected from schedule tribe pregnant women's in Amaravati district.

- 1) To study the Nutritional status among the respondents.

**Hypothesis:**

- Lack of the awareness regarding anaemia disease among schedule tribe pregnant women affects their family.
- Poor economic condition of the respondents affects their family

**Methodology:****Sampling design:**

The Convenience sampling method should be use for data collection in 6 Tahsil include 5153 Scheduled Tribes Pregnant Women each and every Tahsil no. of respondent are same i.e. 50 has been selected for research.

**Tools and methods of data collection:**

For the present study the researcher has been utilized highly scientific tools and methods of data collection. The data has been collected by using Interview scheduled method. Some of the respondent may be illiterate and may not be able to fill up the interview scheduled/ questionnaire on their won at the time researcher ask question and fill up the Interview scheduled.

A logically structured interview schedule has been developed to collect appropriate primary data from the tribal women's..The interview schedule has been divided systematically to include various dimensions and aspects of the study. The questions included in the interview schedule are very widely, classified on a number of different variables of the study. The question has been incorporated logically and language used is simple and meaningful.



Table No. 1.1  
Sufficient food intake

Sufficient food	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	208	69.3	69.3	69.3
No	92	30.7	30.7	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

The majority of the 69.3 percent of the pregnant tribal women reported that the food they are taking is sufficient for their health. But the 30.7 percent of the women's food intake is insufficient for their health.

Table No. 1.2  
Advise to get nutrient food during pregnancy

Advise	Frequency	Percent	Validt	Cumulative
Govt. hospital doctor	60	20	20	20
Anganwadi worker	152	50.7	50.7	70.7
Relatives	24	8	8	78.7
Private hospital doctor	36	12	12	90.7
ANC Workers	20	6.7	6.7	97.3
NGO worker	8	2.7	2.7	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

The majority of the 50.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through anganwadi workers. 20 percent of the women reported that they get proper advice regarding nutrient food during pregnancy private hospital doctor.

50.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through anganwadi workers. 8 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through relatives. 6.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through ANC workers. Only 2.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through NGO workers.



The majority of the 50.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through Anganwadi workers it shows that under integrated child development scheme (ICDS) of the government of India, the Anganwadi workers are providing better service of prenatal and postnatal care to the women.

Table No. 1.3

**Sources of getting nutritious food grains**

Sources	Frequency	Percent	Valid Percent	Cumulative Percent
Anganwadies	261	87	87	87
Gov.t hospitals	12	4	4	91
Ration card shops	13	4.3	4.3	95.3
NGOs	14	4.7	4.7	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

The majority of 87 percent of tribal women are getting nutritious food grains from Anganwadies. 4.7 percent of tribal women are getting nutritious food grains from Non Government Organizations.

4.3 percent of tribal women are getting nutritious food grains from ration shops. Only 4 percent of tribal women are getting nutritious food grains from government hospitals.

It is found that majority of 87 percent of tribal women are getting nutritious food grains from Anganwadies

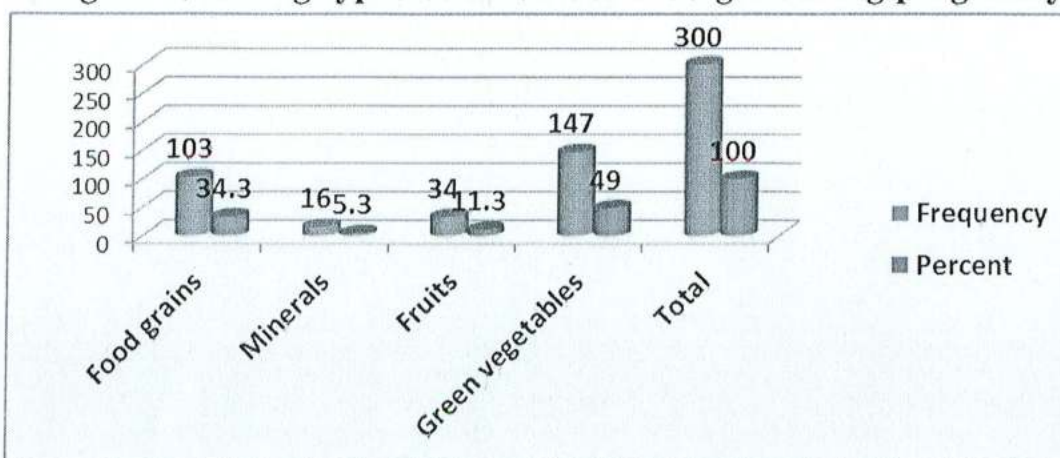
Table No. 1.4

**Types of nutritious food get during pregnancy**

Types of nutritious food	Frequency	Percent	Valid Percent	Cumulative Percent
Food grains	103	34.3	34.3	34.3
Minerals	16	5.3	5.3	39.7
Fruits	34	11.3	11.3	51
Green vegetables	147	49	49	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	



Diagram No. 1.1

**Diagram showing types of nutritious food get during pregnancy**

The 34.3 percent of the women reported that they get food grains as a nutritious food during their pregnancy period. 49 percent of the women reported that they get green vegetables as a nutritious food during their pregnancy period. 11.3 percent of the women reported that they get fruits as a nutritious food during their pregnancy period. Only 5.3 percent of the women reported that they get minerals as a nutritious food during their pregnancy period. The majority of the 34.3 percent of the women reported that they get food grains as a nutritious food during their pregnancy period.

Table No. 1.5

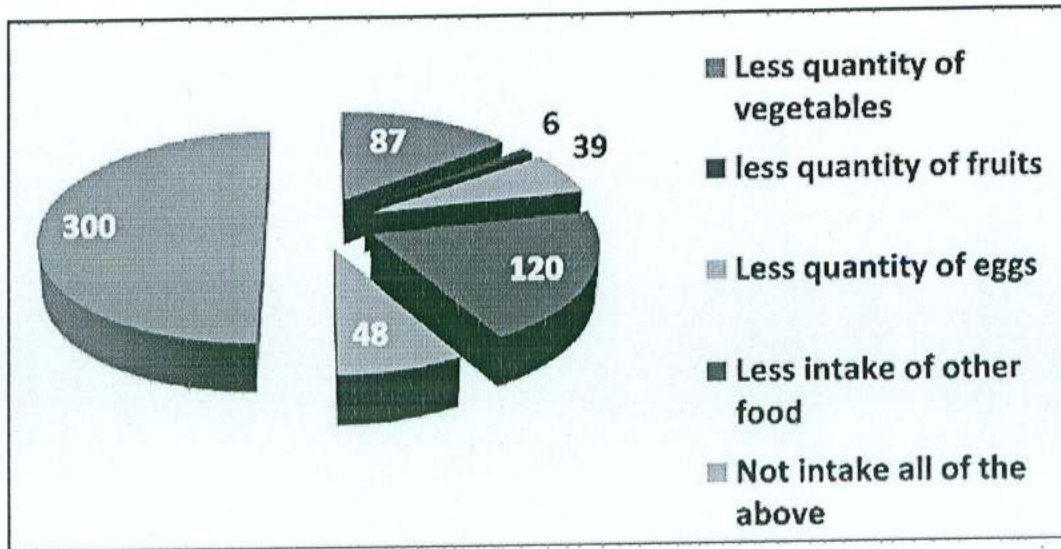
**Opinion about deficiency of food intake may be the cause of anemia**

Opinion about deficiency	Frequency	Percent	Valid %	Cumulative %
Less quantity of vegetables	87	29	29	29
less quantity of fruits	6	2	2	31
Less quantity of eggs	39	13	13	44
Less intake of other food	120	40	40	84
Not intake all of the above	48	16	16	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	



Digram No. 1.2

**Opinion about deficiency of food intake may be the cause of anemia**



In the present study the researcher has been tried to opinion of the respondents regarding food deficiency may be the causes of anemia.

Majority of the 40 percent tribal women opined that less intake of food may be the cause of anemia as well as little less 29 percent women less quantity of vegetables meal may be the cause of anemia.

16 percent tribal women opined that less intake of vegetables, less intake of fruits, less quantity of eggs, and less intake of other food may be the cause of anemia as well as little less 29 percent women less quantity of vegetables meal may be the cause of anemia. Only 2 percent of respondents reported that less quantity of fruits intake may be the cause of anemia.

13 percent of respondents reported that less quantity of eggs intake may be the cause of anemia.,16 percent of respondents reported that Not intake all of the above may be the cause of anemia.

Majority of the 40 percent tribal women opined that less intake of food may be the cause of anemia as well as little less 29 percent women less quantity of vegetables meal may be the cause of anemia.



Table No. 1.6

**Nutritional medicine taken during pregnancy**

Nutritional medicine	Frequency	Percent	Valid	Cumulative
Vitamin –A	101	33.7	33.7	33.7
Vitamin –C tablet	23	7.7	7.7	41.3
Iron folic acid tablet	143	47.7	47.7	89
Supplementary food	33	11	11	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

47.7 percent of the tribal women reported that they have taken iron, folic acid tablet as a supplementary nutritional medicine during their pregnancy period. 33.7 percent of the tribal women reported that they have taken Vitamin –A as a supplementary nutritional medicine during their pregnancy period.

11 percent of the tribal women reported that they have taken supplementary food as a nutritional medicine during their pregnancy period. 7.7 percent of the tribal women reported that they have taken vitamin – C tablet as a nutritional medicine during their pregnancy period.

The majority of the 47.7 percent of the tribal women reported that they have taken iron, folic acid tablet as a supplementary nutritional medicine during their pregnancy period

Diagram No.:3

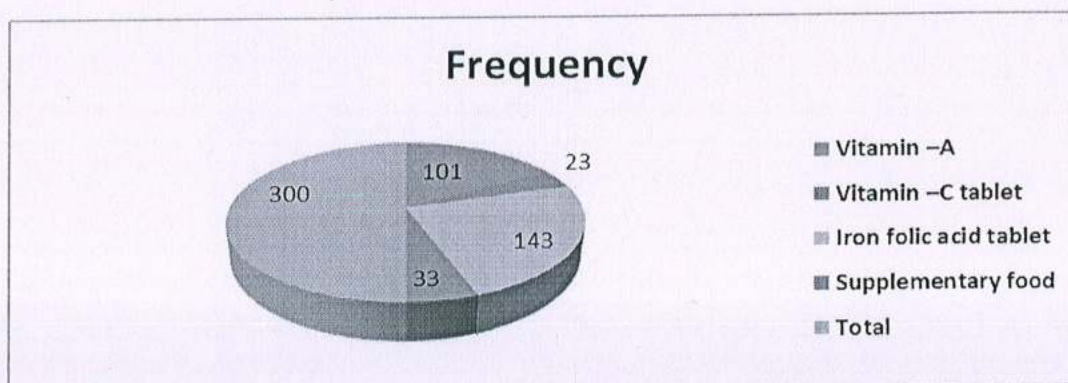
**Pie chart showing Nutritional medicine taken during pregnancy**



Table No. 1.7

**Mode of Nutritious diet gets in Pregnancy period**

Mode of nutritious diet	Frequency	Percent	Valid	Cumulative
Daily	114	38	38	38
Weekly	129	43	43	81
Monthly	12	4	4	85
Occasionally	30	10	10	95
Not at all	15	5	5	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

Majority of the 43 percent of the tribal women reported that they get nutritious diet during pregnancy once a week and 5 percent of the pregnant women does not get nutritious diet. It is good thing found in this study that 38 percent tribal pregnant women's reported that they gets nutritious food during pregnancy period daily though it is impossible but it depends on the satisfaction of the respondents.

10 percent of the tribal women reported that they get nutritious diet during pregnancy occasionally. 4 percent of the tribal women reported that they get nutritious diet during pregnancy monthly.

Majority of the 43 percent of the tribal women reported that they get nutritious diet during pregnancy once a week and 5 percent of the pregnant women does not get nutritious diet.

Table No. 1.8

**Opinion regarding type of food consumed during anemic condition**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Medicine advice doctor	162	54	54	54
Fruit	33	11	11	65
Milks	22	7.3	7.3	72.3
Eggs	18	6	6	78.3
Fish	19	6.3	6.3	84.7
Meat	46	15.3	15.3	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	



The above table shows the information regarding types of food consumed during anemic condition by the respondents. Majority of the 54 percent of the women opinion that during anemic condition medicine and doctor's advice should be taken as well as 46 percent women reported that during anemic condition food like, fruit milk, eggs, fish, meat, they has been consumed respectively. Majority of the 54 percent of the women opinion that during anemic condition medicine and doctor's advice should be taken as well as 46 percent women reported that during anemic condition food like, fruit milk, eggs, fish, meat, has been consumed.

Table No. 1.9

**Supplementary nutritious food received  
from Anganwadi centers**

Supplementary nutritious food	Frequency	Percent	Valid Percent	Cumulative Percent
Pulses	77	25.7	25.7	25.7
Khichadi	102	34	34	59.7
Different cerlas	72	24	24	83.7
Soyabin oil	22	7.3	7.3	91
Fruits	27	9	9	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

The statistical data from the above table shows the opinion of the respondents regarding supplementary nutritious food received from the anganwadi centers.

The majority of 34 percent respondents reported that they get khichadi from anganwadi centers. 25.7 percent respondents reported that they get pulses from anganwadi centers.

24 percent respondents reported that they get different types of cerlacs from anganwadi centers. 7.3 percent respondents reported that they get Soyabin oil from anganwadi centers. 9 percent respondents reported that they get fruits from anganwadi centers.

Majority of the tribal women reported that they get supplementary nutritious food from Anganwadi centre like pulses, khichedi, different cerelacs and soya been oil and etc.



Diagram No.:4

**Colum chart showing Supplementary nutritious Food received from Anganwadi centres**

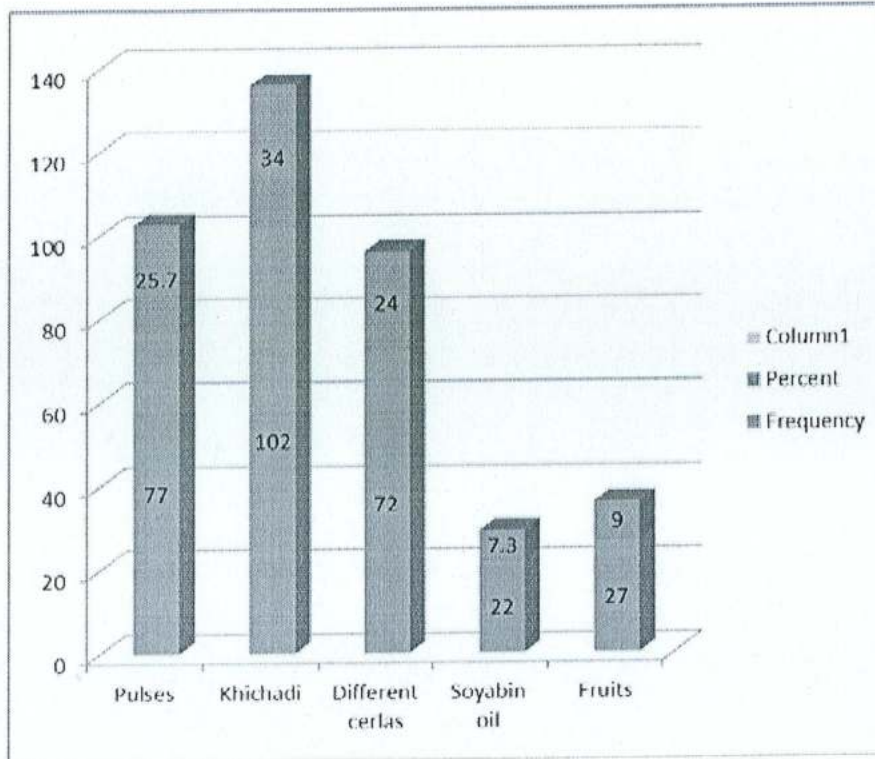


Table No. 1.10

**Types of benefits received from government sources**

Types of benefits	Frequency	Percent	Valid %	Cumulative Percent
Supplementary food	30	10	10	10
Health check up	60	20	20	30
Health & education about nutrition	50	16.7	16.7	46.7
All of the above	160	53.3	53.3	100
<b>Total</b>	<b>300</b>	<b>100</b>	<b>100</b>	

The above table shows the opinion of the respondents regarding types of benefits received from government during their anemic condition.

53.3 percent respondents reported that they are benefited from government sources like benefit of supplementary food, health check



up and health and nutrition education. Among the total respondents 20 percent respondents reported that they get only health check up facility at government hospitals. 16.7 percent respondents reported that they get Supplementary food from government. 16.7 percent respondents reported that they get Health & education about nutrition.

100 percent respondents reported that they are benefited from government sources like benefit of supplementary food, health check up and health and nutrition education.

#### **Sufficient food intake:**

The majority of the 69.3 percent of the pregnant tribal women reported that the food they are taking is sufficient for their health. But the 30.7 percent of the women's food intake is insufficient for their health.

#### **Advise to get nutrient food during pregnancy:**

The majority of the 50.7 percent of the women reported that they get proper advice regarding nutrient food during pregnancy through Anganwadi workers it shows that under integrated child development scheme (ICDS) of the government of India, the Anganwadi workers are providing better service of prenatal and postnatal care to the women.

#### **Sources of getting nutritious food grains:**

It is found that majority of 87 percent of tribal women are getting nutritious food grains from Anganwadies.

#### **Types of nutritious food get during pregnancy:**

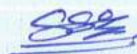
The majority of the 34.3 percent of the women reported that they get food grains as a nutritious food during their pregnancy period.

#### **Opinion about deficiency of food intake may be the cause of anemia:**

Majority of the 40 percent tribal women opined that less intake of food may be the cause of anemia as well as little less 29 percent women less quantity of vegetables meal may be the cause of anemia.

#### **Nutritional medicine taken during pregnancy**

The majority of the 47.7 percent of the tribal women reported that they have taken iron, folic acid tablet as a supplementary nutritional medicine during their pregnancy period





### **Mode of Nutritious diet gets in Pregnancy period**

Majority of the 43 percent of the tribal women reported that they get nutritious diet during pregnancy once a week and 5 percent of the pregnant women does not get nutritious diet.

### **Opinion regarding type of food consumed during anemic condition**

Majority of the 54 percent of the women opinion that during anemic condition medicine and doctor's advice should be taken as well as 46 percent women reported that during anemic condition food like, fruit milk, eggs, fish, meat, has been consumed.

### **Supplementary nutritious food received from Anganwadi centers**

Majority of the tribal women reported that they get supplementary nutritious food from Anganwadi centre like pulses, khichadi, different cereals and soya been oil and etc.

### **Types of benefits received from government sources**

100 percent respondents reported that they are benefited from government sources like benefit of supplementary food, health check up and health and nutrition education.

### **Review of hypothesis:**

**Hypothesis No.: 1:** Lack of the awareness regarding anaemia disease among schedule tribe pregnant women affects their family.

### **Awareness about anemia and its impact on respondent's family life**

The researcher has been made an attempt to study the association / correlation between the independent variable **Awareness about anemia** and dependent variable **its impact on respondent's family life** by using descriptive statistic. **The chi-square value is 287.736** and table value is 11.07 at 5 degree of freedom and 0.05 probability level. **The chi-square value is 287.736 > table value is 11.07** The difference / relation between above two variables is significant and the hypothesis taken is not correct (not justified).

The statistical analysis of the above variable proves that among the total respondents of the study majority of 60.7 percent tribal women's are found aware about anaemia disease among them 55 percent women reported that anaemia disease has been affected their family economically as well as 5.7 percent women reported that because of anaemia their family has been educationally affected it shows that because of their



anemic condition the educational development of their children is hampered.

**Hypothesis No.:2:** Poor economic condition of the respondents affects their family life.

**Annual income of family and impact of anaemia on family economy of the respondents**

The researcher has been made an attempt to study the association / correlation between the independent variable Annual income of family and dependent variable impact of anaemia on family economy of the respondents by using descriptive statistic. The chi-square value is 813.552 and table value is 21.03 at 12 degree of freedom and 0.05 probability level. The chi-square value is  $813.552 >$  table value is 21.03 The difference / relation between above two variables is significant and the hypothesis taken is not correct (not justified).

Among the total respondents 52.7 percent respondents reported that their annual family income is up to Rs.20, 000. All of them think that due to anaemia disease their family has been economically affected.

**Suggestions and recommendations:**

- 1) Pay more attention to this disease by the tribal researcher or any researcher from other community also and in tribal community there should be more sensitization by local people who is more literate.
- 2) Government should be able to work at very grassroots levels awareness through Gramsabha health worker or Aasha worker should more attention gives more training facilities through different disease.
- 3) Properly health campaign in rural as well as in hilly areas by NGO take participate in largely.
- 4) Interaction of language is more important in their language like Gondi or others.
- 5) For the social development health and economic parameters is more important, government run the various scheme for their economic development they should enter in to mainstream.
- 6) School should play an important role with the interaction between students and parents and teachers and staff a organize



- campaign by social worker or coordinate each other.
- 7) Programs organized by elected members and use of media, folk dance, culture, in their own language.
  - 8) Tribal culture is very unique in 21<sup>st</sup> century they maintain their own culture very good manner there has no more impact globalization on their culture the new researcher has very much scope to know their culture and more research it should be done on various issues like land health.
  - 9) Role of Aasha worker is most important in rural areas

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# **Emerging trends in Human Resources Management in New Era**

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**Principal,**  
**Orange City College of Social Work,**  
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## **Abstract**

Human Resources Applies to Any Size of Organization Human Resource Guidelines Apply to For-Profits and Nonprofits Clarifying Some Terms -- Human Resource Management, Human Resources, HRD, Talent Management Field and Roles of Human Resources and Talent Management Another Look at Definitions of HR What It Is Like to Work in HR Additional Resources About Roles of Human Resources -Boards and Human Resources challenges and talent hunting. If You Want a Seat at the Table, Learn the Business additional Resources about Challenges Facing Human Resources Future of Human Resources Function Talent Management New Movement in Human Resources

Major Functions of Human Resources and Talent Management Getting the Best Employees Paying Employees (and Providing Benefits) Training Employees Ensuring Compliance to Regulations Ensuring Fair, Safe and Equitable Work Environments Sustaining High-Performing Employees Non-profit Human Resources In addition to the articles on this current page, also see the following blogs that have posts related to Human Resources and Talent Management. Scan down the blog's page to see various posts. Also see the section "Recent Blog Posts" in the sidebar of the blog or click on "next" near the bottom of a post in the blog. The blog also links to numerous free related resources.

## **Introduction**

All organizations have people -- they have human resources. Regardless of the size of an organization or the extent of its resources, the organization survives -- and thrives -- because of the capabilities and performance of its people. The activities to maximize those capabilities and that performance are necessary regardless of whether the organization refers to them as Human Resource Management, Human Resource Development or Human Resources -- or has no formal name for those activities at all. Those activities are the responsibility of all



people in the organization. Thus, members of organizations, regardless of size or resources, will benefit from using the resources referenced from this topic.

- **HR Guidelines Apply to For-Profits and Nonprofits**

The vast majority of resources in this topic apply to nonprofits as well as for-profits. There's a misconception that there is a big difference in managing human resources in for-profit versus nonprofit organizations. Actually, they should be managed similarly. Nonprofits often have unpaid human resources (volunteers), but we're learning that volunteers should be managed much like employees -- it's just that they're not compensated with money; they're compensated in other ways. Managing volunteers is very similar to paid staff -- their roles should be carefully specified, they should be recruited carefully, they should be oriented and trained, they should be organized into appropriate teams or with suitable supervisors, they should be delegated to, their performance should be monitored, performance issues should be addressed, and they should be rewarded for their performance. Also, organizations should consider the risks and liabilities that can occur with volunteers, much like with employees. So nonprofit organizations should consider the resources in this topic as well.

- **Clarifying Some Terms (HRM, HRD & TM)**

The **Human Resource Management (HRM)** function includes a variety of activities, and key among them is responsibility for **human resources** -- for deciding what staffing needs you have and whether to use independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can't yet afford part- or full-time help. However, they should always ensure that employees have -- and are aware of -- personnel policies which conform to current regulations. These policies are often in the form of employee manuals, which all employees have.

Some people distinguish a difference between HRM and **Human Resource Development (HRD)**, a profession. Those people might include HRM in HRD, explaining that



in the Library. It will round out the reader's knowledge and understanding to review a variety of definitions. Remember that, more important than getting the definitions "right," is recognizing the purposes and activities that the following resources refer to.

- **Role of HR Function in Organizations**

A question I frequently get from those individuals outside of HR is, "What is it like to work in HR?" Well, the answer to that question can vary greatly by HR professional and organization. Human Resources (HR) can include a broad spectrum of specialties within organizations. Some examples of specialties include recruiting, payroll, policy, safety, training and development, and performance management. In smaller organizations, the HR professional may handle all of those specialties and in larger organizations, each specialty is most likely its own department. The roles within HR can vary greatly as well as with many departments from the purely administrative to the executive. Another related and perhaps more important question that is often discussed is, "what should HR be doing?" For me, HR's primary purpose is to ensure that the right people are working in the right places to accomplish the organization's goal.

In other words, HR is responsible to develop programs that will attract, select, develop, and retain the talent needed to meet the organizational mission. So whether you are an HR department of one or a combination of multiple departments that include hundreds of employees, your primary responsibility is talent management. Here's a quick test to see if your programs are aligned and focused on the primary purpose of HR. See if you can answer the following questions.

1. What is the primary mission of the organization?
2. What talent is needed to meet the mission?
3. Which programs do you have in the following areas: Identifying and Attracting Talent? Selecting and Hiring Talent? On boarding Talent? Developing Talent? Retaining Talent?
4. How is program success measured?
5. In what areas do we need to improve?
6. Additional Resources About Roles of Human Resources



HRD includes the broader range of activities to develop personnel inside of organizations, e.g., career development, training, organization development, etc. The HRM function and HRD profession have undergone tremendous change over the past 20-30 years. Many years ago, large organizations looked to the "Personnel Department," mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the "HR Department" as playing a major role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner. There is a long-standing argument about where HR-related functions should be organized into large organizations, eg, "should HR be in the Organization Development department or the other way around?"

Recently, the phrase "talent management" is being used to refer the activities to attract, develop and retain employees. Some people and organizations use the phrase to refer especially to talented and/or high-potential employees. The phrase often is used interchangeably with IIR -- although as the field of talent management matures, it's very likely there will be an increasing number of people who will strongly disagree about the interchange of these fields.

Many people use the phrase "Human Resource Management," "Human Resource Development" and "Human Resources" interchangeably, and abbreviate Human Resources as HR -- HR has become a conventional term to refer to all of these phrases. Thus, this Library uses the phrase "Human Resources" and the term "HR," not just for simplicity, but to help the reader to see the important, broader perspective on human resources in organizations -- what's required to maximize the capabilities and performance of people in organizations, regardless of the correct phrase or term to be applied when doing that.

## **Discussion**

**Human Resource Management What is Human Resource Management? Forget HR Job Descriptions Human Resources What's What What is Human Resource Development?/What is the Human Resource Department? Human Resource Management (description of it) Human Resource Management Basics.**

- **Field and Roles of HR and Talent Management**

The introduction, at the top of this page, offers definitions of common terms and phrases to help the reader to first understand the topics and their organization in this overall topic



Management Competencies for Successful Learning: The Integrated Role of Learning and HR Overcoming Top Myths In HR What is it like to work in HR Human Resources Careers You want to work in HR? Ask HR What It's Like to Work in HR. From One HR Nerd to Another. **Boards and HR** - HR Directors: Breaking Through to the Board 20 Questions Directors of Nonprofits Should Ask about HR. The Talent Intelligent Board

- **Professionalism in HR**

In many companies HR does not occupy a seat at the strategic planning table. Who's to blame? The answer to this question is hotly debated and often clear lines are drawn between those in HR and those in other functions. Many HR professionals blame the leaders for not seeing the value of their function to the organization, while some managers see HR as the roadblock to doing what needs to be done.

In a 2005 article written by Fast Company Magazine's Keith Hammonds, Keith purports all the reasons "Why We Hate HR." If the title itself isn't enough to put a HR professional on the defense, then providing the declaration that "HR people aren't the sharpest tacks in the box" as the first reason certainly will. His assertion in the article is that those who enter the HR field are not business people and are ill-equipped to understand business. He quotes a Society for Human Resource Management (SHRM) study that identified which coursework HR professionals found most beneficial to their success in the field to support his message that the majority of those working in the field do not see understanding business as necessary to their success. The results showed that coursework in communications, business law, and ethics were most beneficial.

- **Additional Resources About Challenges Facing HR**

Managing Generational Differences in an Human Resources Role By Giving Up the Quest for ROI, Can HR Make Itself Indispensable? HR Critical to Align Performance With Organizational Goals HR on the Offense Simplicity At the Other Side of Complexity -- Paradox of 'Business Orientation of HR Is HR Too Important to Be Left to HR? Top 5 HR Process Integrations That Drive Business Value Dramatically Increase Your Influence Seven Ways to Build Credibility Human Resources: Ten Things to Ask Yourself Overcoming the Myth of the Paper Trail #1 Overcoming the Myth of the Paper Trail #2 Are You Listening to the Water Cooler Discussions? Sally's First Day Is HR Inert? Should We Design HR Systems With This



Belief in Mind? Are HR Staff - Professionals No Need to Have A Conversation-Just Create a Policy Get Out of Your Office A Human Resources Fable Scary Things in HR

- **Future of Human Resources Function**

The Future of Human Resources and Social Media Emerging Trends in Managing Human Resources HR and OD -- What Does Future Hold? Predictors and Promises for the Future of Human Resources should known as "Talent Management" - New Movement in Human Resources Many people are beginning to use the phrase "Talent Management" to refer to the activities of attracting, developing and retaining employees -- three activities also addressed in the sections below for general overviews of talent management.

## **Conclusion**

A recently released SHRM survey of HR leaders indicates the same finding. The respondents in the U.S. indicated that strategic thinking is one of the top five competencies needed for senior HR leaders; however, business knowledge was not listed. While the lineage of the field of HR coupled with the introduction of legislation to protect employers may have contributed to stereotypes that exist in the field about the HR profession, our failure as HR professionals to recognize that we are business people charged with the company's most valuable assets will certainly continue to harbor those stereotypes we so emotionally defend. If you want a seat at the table, learn the business of business and speak the language of the executive team.

The future is Approaching Plan It Well Paths to Careers in Human Resources Are HR Staff Professionals? Is It Time to Outsource Your HR? Sometimes HR Sucks -- That's Why We Love It! HR Degree Vs. Self-Development for an HR Job? How are you representing? HR's Number One Priority-Depends on who you ask who says talent Is not first but it is long live H.R.

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## WOMEN EMPOWERMENT AND GENDER BUDGETING

▪ Dr. Aarti S. Pawar

### Abstract:

*Women consist of the majority of the population below the poverty line and suffering from extreme poverty as well as social discrimination. Gender budgeting is a methodology to cooperate government to integrate gender perspective into the budget as the key national plan for public expenditure. When the budget is common for all then the outcome should also be same for all. It has been seen that the outcome of budget in the development process is different for men and women. Besides, the sustainable development of women is depending on all round empowerment of the women in different strata of the society. The poor status and role attached in the form of the static responsibilities with women is mainly due to their physical, economical, educational, political, social backwardness. Our constitution has guaranteed equality before law and equal opportunities for men and women as fundamental rights. Besides many schemes and programmes have been implemented for the welfare of the women. Similarly, gender budgeting should be implemented for the empowerment of the women sector.*

*The present research paper focused on the role of the gender budgeting in women empowerment.*

**Keywords:** *Gender budgeting, women empowerment, role, equality, development, etc.*

*“Respect and Empower Women to Empower the Country.”*

### Introduction:

**Women empowerment:** Women's Empowerment is a commonly used, misused and abused term. It is a multidimensional jargon having many connotations. Hypothetically it reflects that any situation of powerlessness is to be confronted by women. There are some global and contextual limitations and disabilities from which women suffer universally. These weak points in the environment around women are their traditional low status, lack of opportunities, no decision making power and miseries associated with double standards and discriminatory laws. Social ostracism and political apathy makes the situation worse.



People at the top recoupled with welfarism but empowerment threatens them.

In the words of Bisnath, "Women's powerlessness arises from their illiteracy, lack of awareness, lack of information and knowledge about market and lack of skillfulness. Not only this, they lack self-esteem, self-confidence, and money and job opportunities. This may be considered a state of blissful ignorance. Now the whole game of power and powerlessness of women is a pivotal point for social activists. Women's empowerment is neither a jargon nor a slogan. It is a movement and crusade for them.

**Conceptual Clarification :** The origin of the concept of women's empowerment can be traced to the latter half of 1970s when it was discussed by the Third World Feminists and Women's Organisations. Women's empowerment is a matter of attitudinal as well as manifest visible change. Nafis Sadiq says, "No fundamental change in favor of women is possible without a massive change in male attitude. This is more than a philosophical point: man controls the legal, administrative and financial systems which effectively deny a vast number of women the rights to own land, inherit property, establish credit, enter the professions or rise in business".

The problem of discrimination and powerlessness has been very old, but its recognition is rather recent. Women's empowerment has predominantly become a focus of attention on the question of political participation. In India, the concept was highlighted after the introduction of the 81<sup>st</sup> Constitutional Amendment Bill. The situation of powerlessness among women is much more depressing than what it appears to be. According to Gertrude Mongelia, Secretary General of the Fourth World Conference in Beijing, "the level of participation of women in decision making and sharing power between men and women is still unacceptably low and calls in question the basic principle of democracy. The power to run the society and its Institutions, so far, remained in the hands of men who were physically powerful. Now physical power is not so crucial. Therefore distribution of power today is not so problematic".

#### **More Common Indicators of Gender Empowerment:**

Besides such a complicated measurement, which is rather bookish, in the Third World some more common indicators are used to analysis the extent of women's empowerment. These indicators may not be



quantifiable; even then they reflect the situation concerning women's power and empowerment. These indicators are :

1. Male-female ratio indicating survival rate of girl children.
2. Literacy level among women.
3. Employment and self-employment among women.
4. Equality before law for both the sexes.
5. Right to vote & right to contest election given to women.
6. Right to select a life partner for both men and women.
7. Right to women to be mobile for education, employment, recreation and other activities.
8. Right of women to exercise control over their bodies, lives and future plans.
9. Right to women to produce or not to produce children and
10. Right to women to take decision about self, children and family.

Rowlands (1997-1999) draws attention to different forms of power and empowerment, such as :

1. Power over; situations, events and decisions.
2. Power to; generate new possibilities and action without domination.
3. Power with; a sense of the group support, collective decision and joint action.
4. Power from within; due to self-actualisation, self-acceptance and self-confidence.

After defining the 'type of power' required for women's empowerment, the next question would be "how much" power is sufficient for women in this power struggle. At this point the concept of gender equality emerges. Women should have the same extent of power as men have because this is a question of gender justice. However, due to some socio-political system, sometimes men are also absolutely powerless, and therefore, in such context women's empowerment becomes meaningless. Empowerment for individual woman is somewhat different. Here empowerment within the family is more crucial.

Government of India's approach is very clear in this context. The Tenth Five Year Plan Working Group on Social Empowerment of Women had stated : 'Shared Transformation'. 'A two Way Process'.



“The concept of mutually reinforcing empowerment is not an abstract one but based on actual evidence and needs to be understood as a vital strategy for educational advancement and social development. It is a democratic concept reflecting some of the unique achievements of Indian democracy. It was one of the unstated goals of the National Policy on Education which now needs clarify and procedural and directive support rather than resource support.” (Tenth Plan Draft Report).

The term empowerment was defined as a distribution of social power and control of resources in favour of women. The empowerment of women is one of the key issues in the process of development of countries all over the world.

The concept of women empowerment is the outcome of several important debates and critiques generated by the women’s movement throughout the world, particularly by the third world feminists and social activities. Empowerment ensures that social justice becomes the legitimate criterion in all stages of human development.

Gender budgeting is now recognized as a tool for women’s empowerment and economic security in Indian and Global context. Gender budget is not about allocating money to women it is about prioritizing the public expenditure and revenue streams so that they reflect the concerned women. It’s about statistical visibility and means of women contribution to Gross Domestic Product (G.D.P.) of the nation. However in developing countries women are very much deprived. To bridge the gap between men and women is possible through the gender budget initiatives.

Empowerment is the process which includes the following components:

1. Equal opportunities for accessing the society resources.
2. Freedom from violence and gender discrimination.
3. Socio-economic independence.
4. Access to quality education along with life skills programme.
5. Active participation in decision -making on policy matters.
6. Availability of better health care and health services.

Based on the above components women can be empowered and contribute their best in nation development.

*BSB*



**Gender budgeting:**

Gender budgeting is a tool for empowering women used by the Government in allocation of resources. It can be described as various government initiatives to facilitate women to bridge the gap between 'what is' and 'what ought to be'. The terms gender responsive budget, gender sensitive budgets, budgets, gender budgets and women's budgets are however often used inter-changeably. Gender budgeting refer to the process of conceiving, planning, approving, executing, monitoring, analyzing and auditing budgets a in a gender- sensitive way. It assists expenditure and revenue on women and girls as compared to men and boys.

Gender can be defined as the set of characteristics, roles and behavior that differentiate women and men. Gender also refers to the power relations between women and men. Within a short period of time, the concept of gender budgeting has become a powerful tool for gender mainstreaming. Since last few years women empowerment has been become important factor for holistic and sustainable development of the country. Gender budgeting is not about creating separate budget for women rather gender budgeting seeks to ensure that the collection and allocation of public resources is carried out in ways that are effective and contribute to advancing gender equality and women empowerment.

**Why is gender budgeting necessary?**

Gender budgeting is defined as the application of gender mainstreaming in the budgetary process. The achievement of human development is highly depend on the development and empowerment of the 496 million women and girls. According to the 2001 census, account for 48 percent of the total population of the country. In addition, the constitution to face disparities in access to and control over resources. These disparities are reflected in indicators of health, nutrition, literacy, educational attainments, skill levels, occupied status among others. The poor status and value attached to women is also reflected in the fact that the female sex ratio for the 0-6 age group declined from an already low 945 in 1991 to 927 in 2001, implying that millions of girls went missing in just a decade. There are a number of gender-specific barriers which prevent women and girls from gaining access to their rightful share. Unless these barriers are addressed in the planning and development process, the fruits of economic growth are likely to completely bypass a significant section of the country's population.



This, in turn, does not argue well for the future growth of the economy (Sharma, P. & Garg, P. :2014).

**Objective:**

- To study the opinion of the girl students about gender budgeting.
- To know the views of the girl students about the women empowerment.

**Research Methodology:**

This is fully descriptive research which shows role and importance of gender budgeting. The primary data collected through the interview schedule by interviewing the respondent group of post graduate girl students of Master of Social Work in the academic session 2015-16 at Athawale College of Social Work, Bhandara and secondary data and information have been analyzed for preparing the paper extensively. The secondary information has been collected from published books, articles published in different journals, websites etc.

Opinion of the girl students about the role of gender budget in women empowerment.

There was 54 percent girl students stated that they do not have any knowledge (as they replied /responded 'don't know') about the role of gender budget in women empowerment. It has been showed that they were not get informed through any sources about the gender budgeting. On the other hand 30 percent girl students explained that gender budget can be helpful for the socio-economic development of the women. And some girl students opinioned that gender budgeting can't be helpful due to its ineffective implementation, besides very few students told that it can be helpful to improve the status of the women in the society. So overall nearby  $\frac{3}{4}$  girl students have not been sufficient information about the gender budgeting and its role in women empowerment. As they might not be informed through their academic syllabus and academic activities. There should be compulsory subject paper of gender budgeting in the syllabus so that students get knowledge about the same in the learning stage itself.

**Obstacles in the Process of Empowerment:**

Empowerment is a slow and complicated process. Many social forces create hurdles in the process of Indian women's empowerment.



For example,

- 1) The ideal of self-denial that is constantly being perpetuated by media, literature and religious beliefs leading to low self-image and lack of aspiration to improve situation in the name of tolerance contentment.
- 2) Half-heartedness of the efforts and lack of political will which indicate a lot of lip service and a little genuine effort.
- 3) Politicisation of women's issues. In India a political game is going on in the name of reservation of the seats in the Parliament, following the 73<sup>rd</sup> and 74<sup>th</sup> amendment. This approach dilutes the seriousness of the efforts. It is noteworthy here that the Upper House of Parliament (Raaiya Sabha) has cleared in Bill relating to reservation for women in Parliament and State Legislatures. However, it could not be passed by the Lower House (Sansad) due to lack of consensus among all political parties, mainly due to fear of reservation of some of those Lok Sabha Constituencies from which male parliamentarians, especially from general categories, have been contesting elections in the past.
- 4) Deep rooted traditions with the support of religious verdicts, which sometimes compel women to commit Sati or to the state of being half witness. Nobody dares to raise voice against them. Even social workers act as status quoists.
- 5) Revolutionary and rebellious nature of struggle for empowerment, which confronts family authority. Revolting against it is easy; but raising voice against family is not simple. It has been observed that any demand for women's empowerment and gender justice creates unpleasantness in the family, which women generally want to avoid.

#### **Social work intervention:**

The professional social work educational institutions and voluntary organization working in the field of women related rights and welfare should introduce and/or inform about the gender budget as well as organize awareness programmes for college students, youth and women. Effective implementation of gender budgeting can be get done through the integrated social work intervention. More efforts are needed to motivate women and to communicate the all government schemes and



programms. Professional social work theories and skills should be practiced for the women in the different strata of the society to make them motivated, self-inspired, self-confident and aware. Consequently, the woman is the main and only pioneer of movement of women empowerment.

### **Conclusion:**

The present paper reveals that college students especially girls as well as women should get opportunity to have proper information about the gender budgeting and to participate in awareness programmes, planning and policy related decision making process of women empowerment. Women are suffering due to the gender discrimination and law of varna and caste. Women constitute half of the human resources of a country if they are not empowered, a country will be definitely backward and poor. Gender budgeting as a medium for equitable of resources which reflects the desire as well as realization that gender equality is essential for sustainable development and social development of the women.

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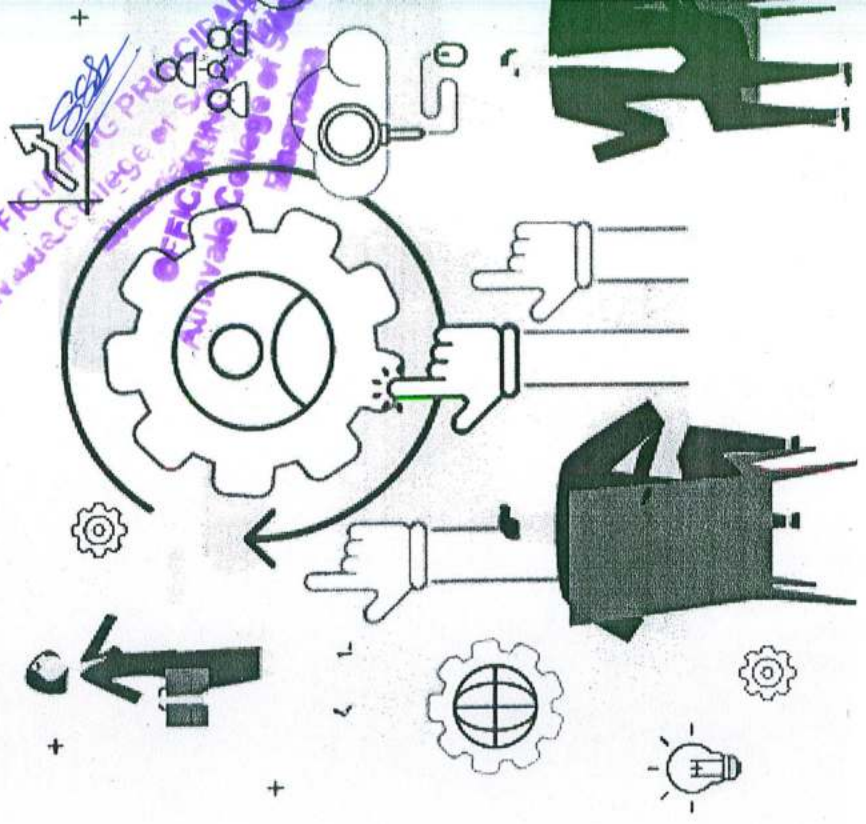
# Appendix IV

Publication by the Members of Management



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# HUMAN RESOURCE MANAGEMENT



## HUMAN RESOURCE MANAGEMENT

CHANDAN SINGH ROTELE

reflecting the global nature of the workplace with its use of real world examples this book is not another 'How to' of HRM in practice, but goes beyond the prescriptive approach to the practice of strategic HRM and encourages critical reflection to prepare students for the issues and dilemmas they could face in their careers. Providing an introduction to the management of people in work organizations, it seeks to outline the purpose and operation of HRM activities in the 'real world', whilst situating practice in the context of associated debates and controversies played out in the parallel field of academic study. This book is designed for management students across the country and line managers who have to deal with HR issues. This insightful and practical book will take the readers through the concepts to applications of Human Resource Management.



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# PROFESSIONAL DEVELOPMENT SOCIAL WORK

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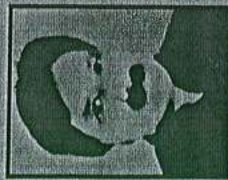
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larger policy and regulation issues. Without that knowledge, they could be unintentionally misleading their clients or lacking the tools to fully meet their needs.

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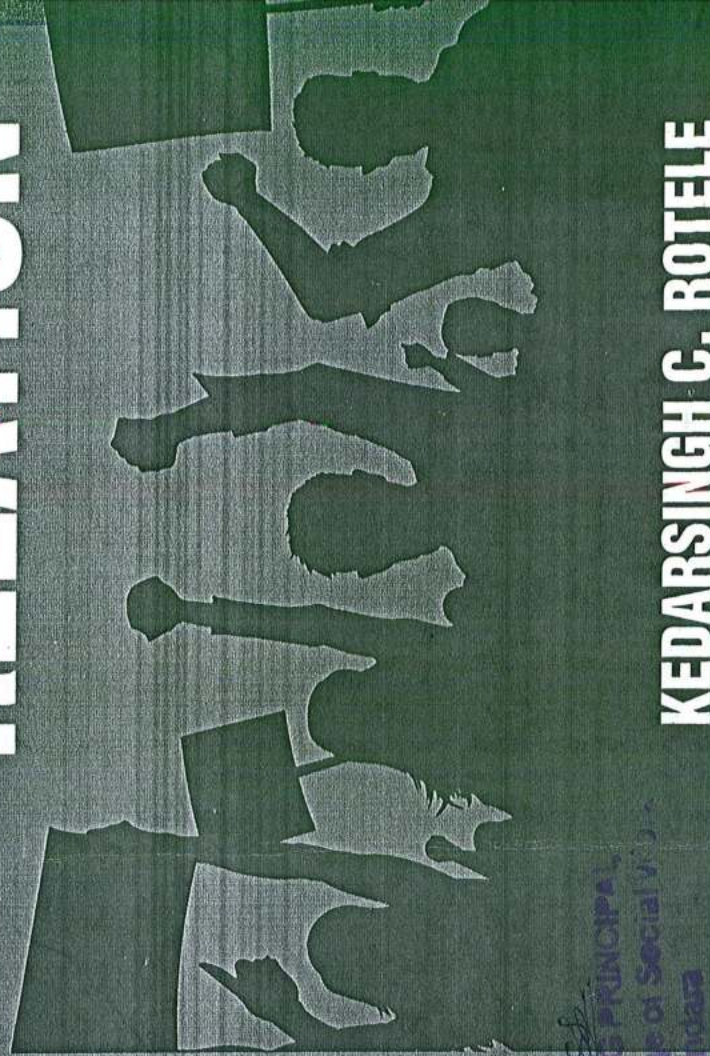
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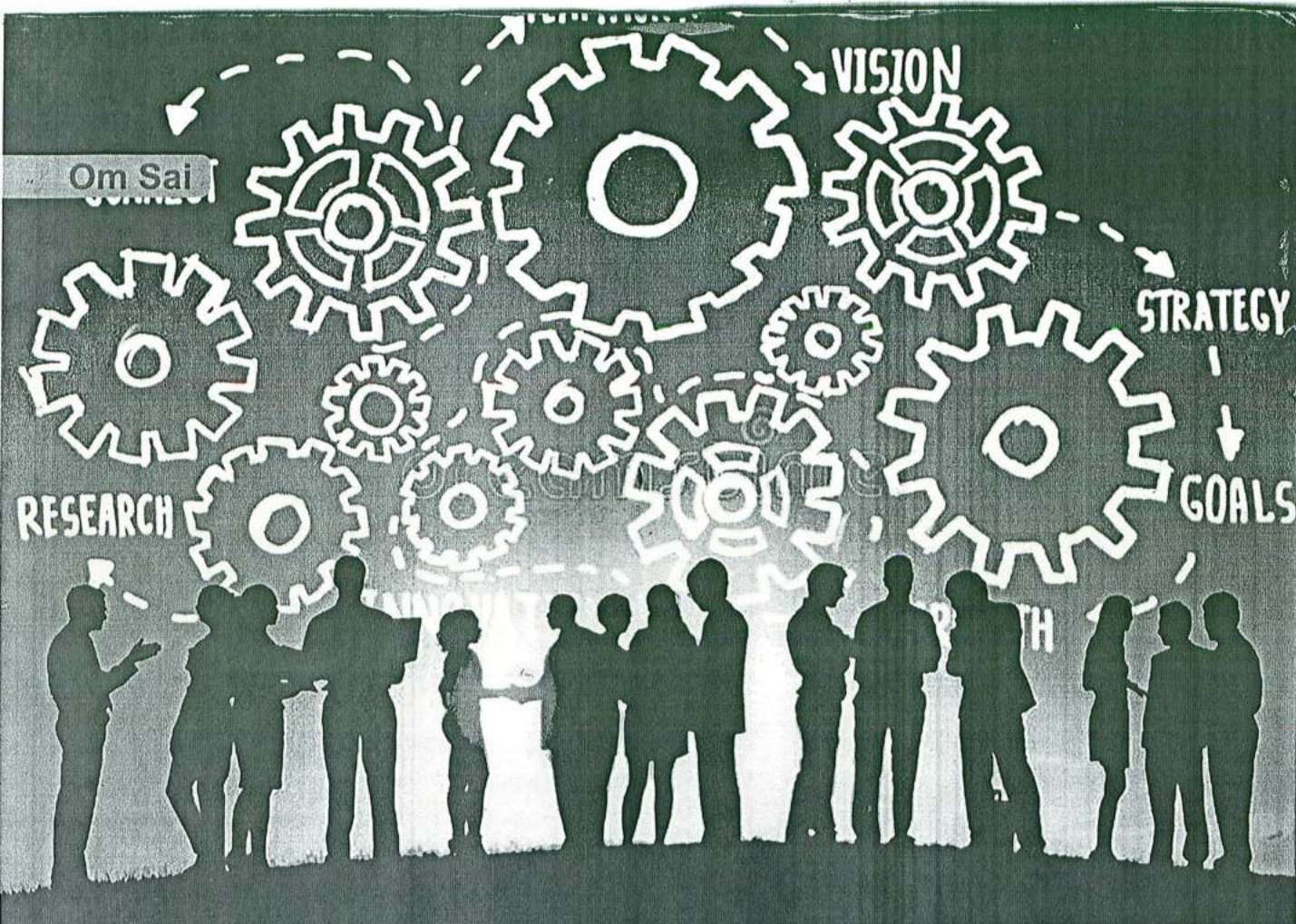
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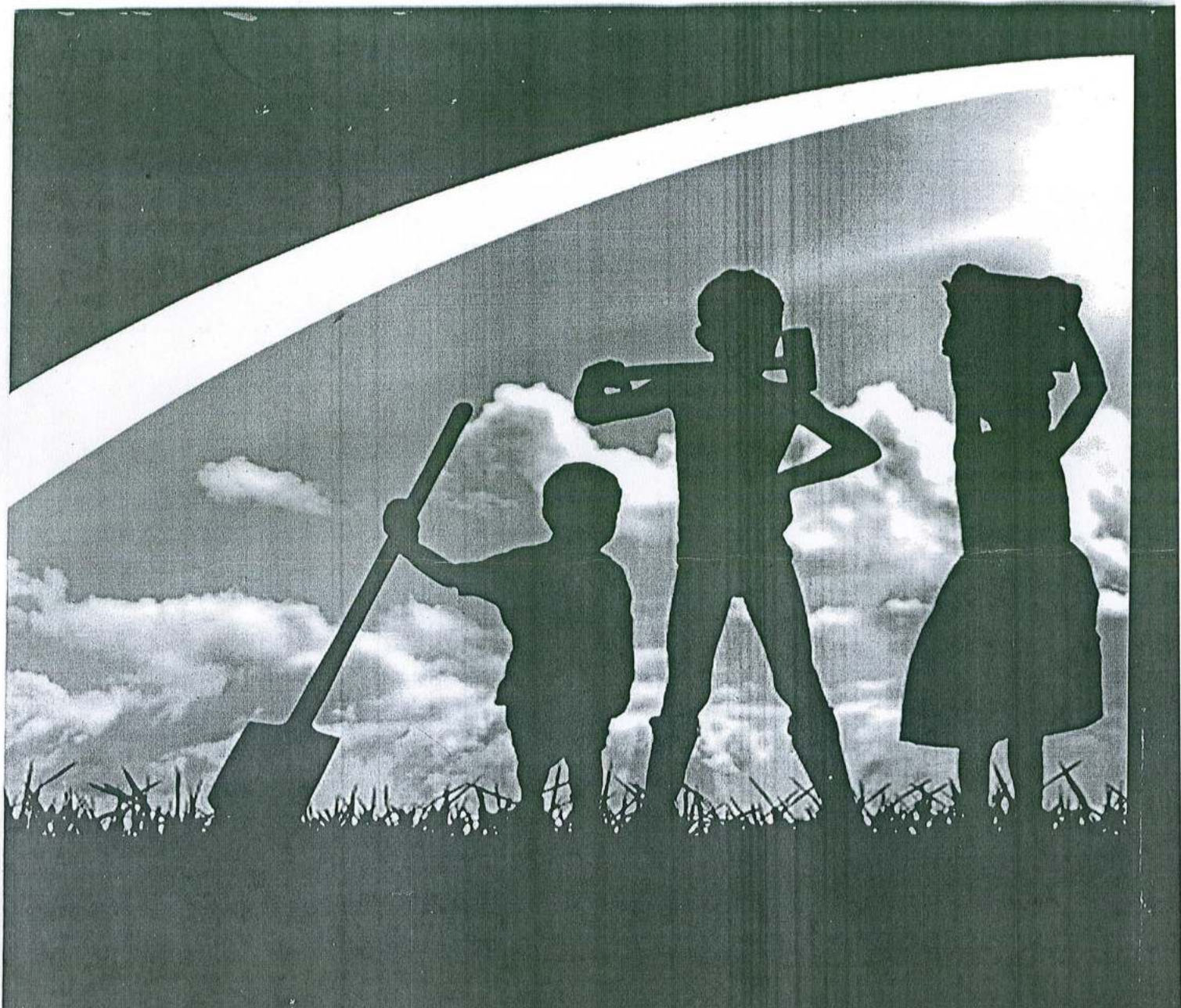
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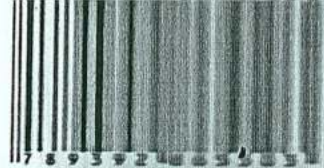
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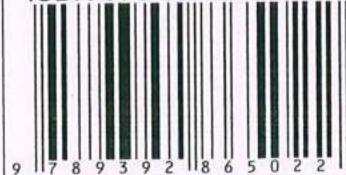
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