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'*Ya Kriyawan Sa Pandita*' (learned person is one who is ceaselessly active) is the motto of the University of Pune, which was established in 1949. Since its inception, the University of Pune has placed the objective of 'Social Commitment' on the top of its agenda for attaining excellence in higher education. The Centre for Continuing Education established in 1972 was upgraded as the Department of Adult, Continuing Education, as a result of University Grants Commission's Policy (1977). Following the University Grants Commission's Policy (1977), Government of India launched the National Adult Education Programme (NAEP) on October 2, 1978. The responsibility and the vital role given to the Universities in the NAEP was very much instrumental in upgrading the Centres for Continuing Education in various Universities. This trend was accepted by the authorities at University of Pune. Other programmes such as Population Education, Planning Form and Jan Shikshan Nilayams were started and implanted through the university and colleges with the assistance of the University of Pune and University Grants Commission. Lifelong Learning as the cherished goal of the educational process which presupposes universal literacy, provision of opportunities for youth, housewives, agricultural and industrial workers, professionals and other disadvantaged groups of the society to continue the education of their choice at the pace suited to them is one of the main objectives of the University. The Department recognised the need for providing quality education by up gradation of skills of the learners in tune with the developmental needs of the individual and the society. An indispensable endeavour toward enhancing the human resource is to develop strategies for creating an effective learning environment for a Knowledge society. The department has resolved itself to work on some socially important areas viz. National Integration, Women Empowerment, Senior Citizens, Unorganized Workers, Non-Government Organizations, Tribal Development, youth Education, Entrepreneurship & Employment, Counselling, Literacy, Adolescence Education and Lifelong Learning.

# INDIAN JOURNAL OF LIFELONG LEARNING AND DEVELOPMENT

(Peer Reviewed Journal)



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## **Family-Based Alternative Care: Transition from Care to Self Sufficiency Empowering Human Capital on Through Lifelong Learning: Youth Perspective**

*Dr. Erothi Lilly Rani*

**H**uman capital is an intangible asset or quality not listed on a company's balance sheet. . It very well may be delegated the financial estimation of a laborer's understanding and aptitudes. This incorporates resources like instruction, preparing, knowledge, aptitudes, wellbeing, and different things managers worth, for example, unwaveringness and timeliness. The concept of human capital recognizes that not all labor is equal. In any case, businesses can improve the nature of that capital by putting resources into workers—the training, experience, and capacities of representatives all have financial incentive for bosses and for the economy all in all. Human capital is important because it is perceived to increase productivity and thus profitability. So the more an organization puts resources into its representatives (i.e., in their instruction and preparing), the more gainful and productive it could be.

The possibility of human capital can be followed back to the eighteenth century. Adam Smith alluded to the idea in his book "An Inquiry into the Nature and Causes of the Wealth of Nations," wherein he investigated the riches, information, preparing, abilities, and encounters for a country. Adams proposes that improving human capital through preparing and training prompts a progressively gainful undertaking, which adds to the aggregate abundance of society. As indicated by Smith, that makes it a success for everybody.

Long lasting Learning is simply the 'continuous, Voluntary and roused pursuit of information or either close to home or expert reasons. Accordingly, it not just upgrades social consideration,



dynamic citizenship and self-awareness, yet in addition self-supportability just as intensity and employability. Long lasting learning is a type of self-started instruction that is centered around self-improvement. While there is no institutionalized meaning of long lasting learning, it has commonly been taken to allude to the discovering that happens outside of a formal instructive establishment, for example, a school, college or corporate preparing Lifelong learning doesn't really need to limit itself to casual adapting, in any case. It is best depicted as being deliberate to accomplish individual satisfaction. The way to accomplish this could bring about casual or formal training.

The privilege to deep rooted learning is remembered for Article 24 of the Convention on the Rights of people and Disabilities- Lifelong Learning alludes to all deliberate learning exercises attempted on a continuous premise all through an individual's life, with the point of improving information, abilities and skills. Learning is never again comprehended to be partitioned in a period and spot for get-together information ( i.e., School) and a period a spot to apply their insight ( i.e., work), without long lasting learning, the limit of people and networks to recharge their insight and abilities and embrace to political, monetary, natural, innovative or social changes is extensive reduced. We're all deep rooted learners.

### **Working Definitions**

- 1. Life Skills:** Life skills are abilities for adoptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.
- 2. Soft Skills:** Soft skills are personal attributes that entrance an individual's interaction, job performance and career prospects.
- 3. Vocational Skills:** Vocational skills are skills that are based on manual or practical activities, traditionally non-academic and related to a specific trade, occupation or vocation.

- 4. Family-based Care:** It is a care provided by other than biological parents to the vulnerable children. In a family like environment.

## **ORGANIZATIONAL LIFELONG LEARNING**

Family Care or Family-based care is the natural method of bringing up the children leading to healthy development. Family-based care is extremely powerful and immeasurable transformative change (Wenke, 2015) and is better than institution even if the institutional environment is a well-organised one (Carter, 2005). Children and adolescents develop into an adult with secure attachment formation, value human relationships and understand the family life when grown in family.

### **Importance of lifelong learning**

Whether pursuing personal interests and passions or chasing professional ambitions, lifelong learning can help us to achieve personal fulfillment and satisfaction.

It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us

### **Description of Institutional Care**

The nature of institutional life for small kids has been depicted (Provence and Lipton, 1962) and contemplated exactly (Mahamedrahimov, 1999; Smyke et al., 2007; The St. Petersburg-USA Orphanage Research Team, 2008). There are regularly enormous contrasts starting with one establishment then onto the next, starting with one unit then onto the next inside an organization, and even fluctuation in the consideration singular kids get inside a similar gathering. Regardless, there are sure modular highlights of institutional care that have described these settings crosswise over nations and mainland.

## **Impacts of Institutional Care on Young Children's Development**

Various observational contemplates have contrasted systematized kids with non-regulated kids. These examinations uncover a convincing story of the impacts of institutional consideration; most investigations locate that standardized youngsters have critical formative shortages crosswise over basically every space that has been analyzed (e.g., Gunnar, Van Dulmen, and The International Adoption Project Team, 2007; Johnson et al., 1996; Rutter, Kreppner, and O'Connor, 2001; Rutter et al., 2007 and 2010; Van IJzendoorn, Luijk, and Juffer, 2008). Following reception into families, many (however plainly not the entirety) of the formative deferrals and conduct advantaged issues found in kids living in organizations are never again clear (Juffer and Van IJzendoorn, 2005; Van IJzendoorn and Juffer, 2008). This recommends tremendous limit with regards to adjustment. The confinement of these reception ponders is that there is a potential determination inclination as far as which youngsters are received.

Some contend that the position of youngsters in care establishment denies them of other fundamental needs, for example, love, warmth and connection which are basic for their psychosocial advancement (Meinjtjes et al., 2007). Indispensable life issues incorporate (1) those created inside, for example, individuals' natural maturational advances and economic wellbeing (job) advances that are particularly troublesome or agonizing, and maladaptive examples of connections and correspondences in the family, for example, conjugal and parent-youngster clashes, brutality, and misuse; (2) those produced by the family's trades with the outside world, for example, school, working environment, and other cultural organizations, and by casual systems of kinfolk, companions, neighbors, and so forth; (3) those produced ecologically, for example, neediness, biased

segregation, and weakness or absence of assets or access to assets; and (4) those created by horrendous life occasions, for example, grave ailment or damage or handicap, mental scatter, addictions, work so forward. In directing family considers Reiss (1981) found that families build remarkable "family ideal models," characterized as the individuals 'shared, certain convictions about themselves and their social world.

### **Review of Literature**

The issue of defining learning is a Complex one. The Survey illustrated that each member state has its own definition. It also shows that they frequently use different concepts to caphere the same activities. Different definitions may coexist in a country. At European level, the challenge is to adopt definitions that are wide enough to embrace national and regional specifics and cultures, but the same time enough to make exchange of experiences possible ( Colordyn,D. & Bjornavold, J. 2005).

Globalization and the growth of the fast-changing knowledge economy mean that people require upgrading their skills though out their adults lives to cope with their sills throughout their adults in their privater lives. Nowadays, there is an increasingly important basic skill in ever-changing technological universe : ability to learn and adapt to the needed new skills and learning (OECD, 2007).

Humans and animals have the ability to continually acquire, fine-tune, and transfer knowledge and skills though out their lifespan. This ability, referred to as life long learning, is mediated by a rich set of neurocognitive mechanisms that together contribute to the development and specialization of our sensor motor skills as well as to long-term learning capabilities are crucial for autonomous agents interacting in the real world and processing continuous streams of innovation, (OECD, 2007). However life long learning remains a long-standing challenge for machine learning and

neural network models since the continual acquisition of incrementally available information from non-stationary data distributions generally leads to catastrophic forgetting or interference.

The nature of care facilities and the child's experience of being in care plays a vital role in determining their future path. Biehal et al., (1995) in his study show that it is the residential care home which helps to develop a positive self-identity in these children and plays an important role in shaping their future in a complex society. Reliability of support, continuity of care, meeting educational and health needs are important steps to enable these youths to overcome the challenges, (Frimpong-Manso, 2012 and Stein, 2008). What matters more to yield positive outcomes, is the stability rather than the length of stay in a residential care home (Valle, Bravo, Alvarez, & Fernanaz, 2008). Actually, most of these children in care have a damaging childhood with incidence of abuse and neglect. Höjer & Sjöblom, (2014) study reveals that feeling of loneliness and being away from family often negatively affect these young people and their relationship skills. The residential care home plays an important part in redressing these emotional injuries which is crucial for ensuring a stable future

The residential care home also helps to prepare these young people for independent living which is essential to enable them cope with their transition. Providing them the opportunity to learn basic life skills like domestic tasks, life style issues, budgeting along with the need for social skill preparation is significant (Stein & Wade, 2000). An inadequate ending compromised the future progression of these individuals (Pryce et al., 2015 ). Frimpong-Manso (2012) in his study on Ghanaian youth have emphasize on the implication of alteration home for schooling the youth for self-sufficient life. Another significant aspect pointed out by him was providing opportunities to youth

to learn cultural skills and societal values. Even though, the organizations prepared these youths for independent living, the lack of post-care facilities led to negative outcomes. Therefore, a particular after-care program has been careful and it is very important to enable them to attain exciting ripeness and mental makeup (Harder et al., 2011 and Stein, 2006). A workshop with a group of nineteen care-leavers in Kenya strained that even after leave-taking care, the association played a crucial part in helping them to follow higher education, finding apposite job and assembled housing arrangements (Magoni, Bambini, & Ucembe, 2009).

Thus, the interference program which create the flash child to enters the premises of a care facility culminate only when the youth is publicly reintegrated into society. According to the United Nations Convention on the Rights of the Child (UNCRC, 1989), there are three principle criteria for ensuring effective institutional placement. It is probable if and when it is in the best benefit of the child and ensure:

- the right to protection from unfairness, abandon and operation;
- the right to develop his or her character, talents and abilities to their fullest potential; and
- the right to have a say in decisions affecting the child's life, including those relating to the conditions of placement (UNICEF, 2003).

### **Statement of the Problem**

SOS of India began its exercises in Visakhapatnam in 1995 when an overwhelming violent wind hit the region and left numerous families and kids needing support. As Visakhapatnam has developed, its framework has not been extended as needs be. Lodging has getting progressively costly as individuals move to

the next sub urban territories . The individuals who land in the city with a sound instruction have a decent possibility of looking for some kind of employment and lodging. Nonetheless, for the majority that land with restricted training, life is loaded with hardships and many wind up living in destitution. Despite government endeavors to improve the circumstance, urban ghettos keep on being an issue. Essential foundation and administrations are frequently not available to those living in these tricky settlements, and the occupants' wellbeing regularly endures subsequently. The paces of HIV/AIDS keep on being of concern, particularly with respect to kids who frequently lose parental consideration when the guardians become sick and are not ready to take care of their kids physically or inwardly.

Kids are the primary casualties of the denied social and financial circumstance. Kids living in family units where the fundamental carers are handicapped, older, sick, or those headed by females are most in danger of losing parental consideration. Families frequently depend on youngsters to add to the family pay - the kids drop out of school and go out onto the avenues to ask or peddle. Now and again, kids wind up living on the lanes full-time, and are then especially defenseless against misuse and misuse. Human dealing is an issue in the zone, particularly for little youngsters and ladies from poor families who are guaranteed conventional occupations yet end up as business sex laborers or in constrained work.

The point is to bring issues to light of cleanliness and youngster rights and give direction on child rearing abilities. SOS social focuses give families nourishment, instructive help, just as medicinal counsel and treatment. With the goal for families to create pay, they offer professional preparing, vocation advising and guidance. In the event that self-improvement gatherings don't exist, they empower their creation. For instance, individuals can produce pay by making paper covers or selling milk.

## Methodology

Unsuitable heed and fortification of children in some institutional care settings can direct to violation of children's rights, such as: lack of child contribution; prejudice; poor nutrition; inadequate hygiene and hygiene; systematic bodily and sexual abuse; and lack of edification, health and other basic services. Children are often not provide with the personal care, life skills and other services to plan them for adulthood and life outside an foundation. It has also been reputable that family-based care is more cost-effective than institutional care in many countries.

As noted in the UNCRC, all efforts necessitate to support families to continue to think about for their offspring and, if this is not probable, to place a child in a family-based alternative care array, such as relationship care, foster care, guardianship, adoption. A range of alternative care services should be accessible and institutional care should be a fleeting measure and used as a last.

The SOS children's village is an alternative family care agency in which orphaned or child with single parent were admitted for care and protection. The agency provides basic necessities to the children besides educational, recreational and health needs and also provide home environment like and the children were being reared as it was the case of their own homes. The family homes were built wherein the children both boys and girls ranging from different age groups numbering around 10 to 15 were kept under the care and protection of a "House mother". It may be noted that house mothers were recruited by SOS Children's villages in India, who have required qualification or above secondary school certificate. After selection they were given training on child care, child psychology, nutrition, child health, child personality etc. After the training, these designated house mothers were allotted to different branches of villages spread over in the country. At the time of placements of the mothers, priority was given to their region and language for better communication and accordingly they were placed.



## **Objectives of the Study**

1. To determine the empower on Life – Long skills, socio-economic and demographic outline of the teenager children;
2. To identify the reasons for destitution of children;
3. To examine the educational, health and Empowerment / Long life skills - cultural aspects of adolescent children;
4. To find out the village community life and activities for positive growth of the children;
5. To analyze the transitional support systems evolved within and outside care placement by the SOS; and lastly
6. To make suggestions for better execution of SOS village services.

## **Universe and Sample**

Save our Soul is located at the Nerellavalasa Colony, Bheeminipatnam Mandal of Visakhapatnam District, Andhra Pradesh State. It is established on 18<sup>th</sup> April 1998 with 18 Children. The criteria for admission into SOS is parentless or single parenthood. SOS Children's village provides alternative family-based care services. There were presently 265 children, ranging from 1 day babies to 20 years young. Out of these, 135 were girls, and 130 were boys. For the purpose of the study, children aged 12 to 20 were taken. The reason being that children aged less than 12 may not provide needed information about their biological parents, cause of death of their parents, Empowering on Life-Long Learning skills / attitudes and their life at SOS village, etc. Accordingly, the children aged between 12 and 20 consists of 180 children. Out of these, 96 were male and 84 were female. This constitute the universe of the study. Though adolescent age group consists of 12 to 18 years, there were 18 male and 6 female young adults who were in between 18 to 20 years, were also

taken up for the study as this age group can provide details about their transitional phases.

### **Limitations of the Study**

The assignment of this project is to afford a model of complete care and support facilities for developmentally challenge children. The scheme aims at providing residential amenities for care of these children, professional / Life-Longs skills and empower training facilities, in house workshop and undeveloped activities etc. It will also provide a training institution for provide with essential skill, those who be set to working with these children and adults.

The present study findings are limited to the subjects under study. However, some findings may be applicable to the children of other SOS Children's villages located in various parts of the country.

### **Major Findings**

An alternative family care of children is significant to find out the care, protection, development and placement to these children by the agency. The study provides insights to find out both positive and negative factors that had a bearing on their education, health, personality development and skills. The behavioral and emotional problems of children were also elicited in the study. Certain of the concepts such as life skills, soft skills, goals, ambitions etc had to be explained in detail so as to get correct data. Sensitive issues such as home environment, Empowering on Life skills /Soft skills / Vocational skills progress in studies and health problems of the children were carefully dealt so that the children could freely participate in the interview process. The information on transitional phases of children in terms of education, skills, personality development and placements were also inferred to find out the positive outcomes.

**AGE**

Age (in years)	Gender	
	Male (N=96)	Female (N=84)
12	15.4	20.9
13	13.4	18.5
14	9.2	16.1
15	13.5	12.4
16	10.4	9.5
17	9.9	4.8
18	9.4	8.3
19	9.4	3.6
20	9.4	5.9

An overwhelming majority of the adolescents were in the age group of 12 to 16 years. Further, one-fourth of the boys were between 15 and 16 years, whereas a majority of the girls was between 12 and 14 years.

**EDUCATION**

Education	Gender	
	Male (N=96)	Female (N=84)
Primary	19.8	8.3
Secondary	44.8	60.7
Intermediate	16.7	7.2
Graduation	1.1	8.3
Post Graduation	0.0	1.2
Professional	17.6	14.3

The study reveals that 44.8 percent of boys and 60.7 percent of girls were studying in different classes of secondary education i.e. 6<sup>th</sup> to 10<sup>th</sup> standard. A few were in the primary education mostly 4<sup>th</sup> and 5<sup>th</sup> classes. This category of children did not have education when they were with their parents and they were

admitted into schools after admission into SOS children’s village. Some children were initiate to be in the specialized courses mostly studying Engineering.

### TRAINING CLASSES DURING SUMMER HOLIDAYS

Half of the male respondents (50%) and more than three-fifths of female (69.1%) attended training classes during summer vacation. The rest stated that, they did not attend any training classes.

### TRAINING CLASSES UNDERGONE DURING SUMMER VACATIONS

Training classes	f (N=180)*
Vocational courses	94.4
Sports/ Scout coaching classes	20.0
Communication skills	83.3
Music and dance classes	25.5
Remedial coaching classes (subjects)	25.0
Workshop on soft skills	22.2

A majority of the respondents stated that they underwent vocational training classes such as typing, painting, catering, drawing, stitching, embroidery, arya work, etc. An overwhelming majority of the respondents i.e. 83.3 percent underwent training programmes on communication skills conducted by Koushik Memorial Charitable Trust. Some respondents mostly girls underwent training in music and dance like *Bharathanatyam*, *Kuchipudi*, *Mrudangam*. One-fourth of the respondents attended coaching classes in different subjects. A few attended training on soft skills.

## AIMS AND AMBITIONS

<b>Aims and Ambitions</b>	<b>Boys (N=96)</b>	<b>Girls (N=84)</b>
Become an Engineer	27.5	10.6
Study Post Graduation	14.8	15.6
Enter into Government Service	48.6	35.4
Pursue Ph.D.	9.1	6.7
Become a Nurse	-	31.7

A majority of the adolescent stated that they want to study Engineering course, as it has lot of job potential. Nearly half of the respondents stated that they would like to be employed in the government sector. A few stated that they want to pursue higher studies. In the case of girls, a significant number of them want to become nurse or medical attendant.

### **Extra-curricular activities**

The data show that a majority of the children had participated in extra-curricular activities in the school. The following table presents details of activities.

**EXTRA-CURRICULAR ACTIVITIES**

<b>Extra-curricular Activities</b>	<b>f (N=180)*</b>
<b>Cultural</b>	
Dancing (Break, Mass, Classical, Kuchipudi, Bharathanatyam and Group dancing)	51.5
Singing (Folk, Mass and Classical)	24.4
Dramatics	16.7
<b>Sports</b>	
Cricket	43.0
Athletics	11.6
Karate	12.0
<b>Vocational Skills</b>	
Computer	7.0
Handicraft work	7.0
Paper projects	5.0
Fashion designing	6.0

Adolescents evinced interest in dancing i.e., Break dance, Classical, Western dance. Some adolescents learnt singing songs and participated in dramatics. A majority of them play cricket. A few practice karate. Some adolescents acquired computer skills. A few girls learnt fashion designing course.

**Training classes during Summer Holidays**

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### PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES:

#### Entertainment Programmes

The SOS children's village organizes a variety of entertainment programmes in the village. From the data it can be inferred that a majority of the boys (96.8%) and girls (98.8%) had participated in entertainment programmes during holidays. The details of the entertainment programmes were hereunder:

### Entertainment Programmes In The Village

Entertainment Programmes	f (N=180)*
Magic shows	98.4
Spic Mackey programme	24.6
Birthday parties	72.2
Cultural programmes during Festivals	66.6
Meditation and Yoga	55.5

A majority of the respondents participated in the magic shows (98.4%), birthday parties (72.2%), cultural programmes (66.6%) and meditation and yoga (55.5%) classes organized in the premises of SOS children's village.

### Games and Sports

The respondents stated that they also took part in sports and games organised in SOS premises and outside. The following table presents the same.

Sports and Games	f (N=180)*
With Children in Village	45.6
With Children in School	31.6
Children with neighbouring community	87.7

A majority of the respondents stated that they played games with other SOS children and also with the school children. These respondents were also stated that they play with other children of neighborhood community.

### OTHER ACTIVITIES

Further, these adolescents were also interested to learn and practice their talents. The following table narrates the same.



<b>Interested activities</b>	<b>f (N=80)*</b>
Indoor games	75.56
Dance	51.11
Playing musical instruments	60.4

A majority of the respondents stated that they like to play indoor games, and like to listen to songs/music. About three-fifths of the respondents were interested in playing musical instruments such as *tabala, violin, guitar, mrudangam, harmonium, dolak, veena*. More than half of them stated that they were attending dance classes, however.

### **PARTICIPATION IN COMPETITIONS**

The respondents, besides playing games and sports, participated in different competitions held in SOS village and also in their respective schools.

<b>Activities</b>	<b>School * (N=180)</b>	<b>SOS Village * (N=180)</b>
Sports	40.0	92.2
Essay writing /Debate	15.5	87.7
Games	33.3	41.6
Yoga	16.6	66.6
Cultural activities	20.5	95.0
Seminars	10.5	11.1

The data reveal that a majority of the male (95.8%) and female (97.6%) participated in competitions at village level or school level. The following table explains the nature of competitions these respondents participated.

A sizeable number of the respondents stated that, they participated in sports competitions i.e., shot-put, athletics, javelin throw, coco, running, shuttle, football, throw ball, volleyball, basketball, high jump, long jump, both in the school and the village. Some children stated that they participated in games such as chess, judo, etc. A few stated that they participated in essay writing, drawing, debate competitions in the village and school as well.

### **ATTITUDINAL CHANGES AND LIFE SKILLS:**

#### **Like to Change**

The respondents were asked about their opinions on the aspects in which they would like to change. The following table explains their opinions.

<b>Description</b>	<b>f (N=180)*</b>
Study well	16.1
Stop loud speaking and over talking	67.2
Control bad thoughts and bad habits	43.8
Stop talking lies	24.4
Plan time management	34.4

A majority of the respondents stated that they had the habit of speaking loud and over talking and they stated that they would like to stop loud speaking and over talking. They also expressed that they would like to control bad thoughts and bad habits and would like to manage their time usefully. Some opined that they should stop telling lies.

#### **Life Skills**

Almost all the respondents stated that they have acquired life skills through different training programmes organized by the

management of SOS children's village. Following table depicts the same.

### ACQUISITION OF LIFE SKILLS

Life skills	f (N=180)*
Organizing skills	26.7
Positive thinking	80.0
Communication skills	51.1
Listening skills	95.0
Public speaking	40.6
Creative thinking	23.3
Decision making	42.8

Interestingly, a majority of the children (95.0%) stated that they have acquired listening skills and think positively (80.0%). Fifty percent of the children stated that they have learnt better communication skills. Some children stated that they were trained how to take right decisions and develop the art of public speaking. A few expressed that they have learnt organizing skills and creative thinking too!

The profile of adolescents revealed that the transitions they have had in education, life, soft and vocational skills besides placements for livelihoods after their age out from SOS village. The heterogeneity nature of children transformed into a cohesive group thus resulting in 'We' feeling among different stakeholders.

### Findings

- A majority of the respondents stated that they had the habit of speaking loud and over talking and they stated that they would like to stop loud speaking and over talking.

- A majority of the adolescents (95.0%) stated that they have acquired learning skills and learned to think positively (80.0%).
- More than 50 percent of the respondents learnt good life-long learning skills.
- About three-fifths of the respondents were interested in playing musical instruments such as *tabala, violin, guitar, mrudangam, harmonium, dolak, veena*

## CONCLUSION

It is the compulsion of SOS-India to guarantee that youngsters get the instruction and aptitudes preparing they should be fruitful and contributing individuals from society. It causes kids to perceive and express their individual capacities, interests and gifts. In excess of 1800 kids who grew up at different youngsters' towns the nation over are presently settled in life both in profession and marriage.

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## Case Studies on the Livelihood provided by the Family strengthening programme of Balgram SOS children's village Pune

*Sunil Dabhade*

**S**OS Children's Village is an International NGO working for destitute, orphan child for care and protection. There is another activity conducted for the widow and This programme is focusing on Children who are at the high risk of losing parental care, the programme is providing them health, nutrition and income generating activity i.e. Livelihood support for their sustainable development. As this project name is Family Strengthening programme (FSP) I have taken few case studies of the women those get this kinds of livelihood support. Researcher has choose the local Branch of SOS India's, Balgram SOS Children village, Pune Maharashtra Project The Family Strengthening Programme (FSP) was started in October 2005. Presently they working at 04 (four) clusters; viz. Yerwada, Sangamwadi, Panchasheel Nagar and Kharadi. this Paper will deals with case studies provided by SOS and how it helpful for the caregiver for development of widow and their child.

### 1. Case Study-

**Ms. Rabbana Abid Shaikh** is living in Pune cantonment area, She has two children namely Shafiya and Ayan studying 8<sup>th</sup> and 5<sup>th</sup> respectively she has completed her Sewing machine class in Balgram with Jan Shikshan Sanstha Pune. She is trained tailor so she has provided the financial help of Balgram of Rs. 4500/- then she purchased Pico machine and motor. She has invested her share. She is earning Rs. 150-200/- per day in her house, then after she prepare a Tiffin for college going student and earning other money for her family. Earlier she was working in private firm then she learn and now she is independent. She has major



diseases; even that she works hard for her family .she is living with her mother house and her husband was died due to diseases.

Her financial condition is not very well so it is recommended to help her for further. She is very thankful that Balgram provide her help for her livelihood and for her children education.

## 2. Case Study-

**Smt. Nanda Jagdish Jadyal** she is 60 years aged lady is our FSP Caregiver. She is living with her granddaughter Darshana, her daughter and his husband was died, so she is taking care of her granddaughter. She is living in Yerwada Bazar. her house is very small , it is in front of main road so we encourage her to start a business of selling Plastic ( Petty shop) and stainless steel kitchen equipment as reasonable price, so now she has started selling of daily use equipment in the kitchen . She earn Rs.80-100/-per day, her business is now going well , at the evening she started her business and morning she is working in the school as helper and earn Rs.1000/- pm . This is not enough for her so she has started this business.



Even she has her son but they were not helping her. She is alone and work for her granddaughter. She is hard worker and active participate in Prerna SHG Kamrajnangar , Yerwada, Pune. She has invested Rs. 2500/- and FSP Dept. Provided her RS. 2500/- She is very thankful that she has given financial support from the Balgram SOS CV Pune.

### 3. Case Study-

**Ms. Sunita Kamble** is living in Yerwada Bazaar area. She is widow and living with her children and her old mother in rented house. She is working in private firm. Then after evening she made Pico fall as supplementary livelihood which help her family source. Every day she get Rs. 100-150/- income which is going very well. She is actively participated in the Sankalp SHG and saves regularly. Her children are going to reputed school kendriya vidalya Pune. She works hard for her children.

She has purchase new Pico fall machine from Rajesh sewing machine and FSP Department provided help Rs.4500/- and she invested Rs. 2300/- for her IGA .



Earlier she was doing domestic work now she left it, now her Pico pall business and working in private firm which now mange her live very good. She is very thankful that she has get this kind of financial help for the setting up her own business. It is recommended to her help her further and she will attend programme organized by Balgram.

## **Aspects of Online-Pedagogy on Cognitive Load in Higher Education during Covid 19-Lockdown towards Sustainable Development**

*Ranjini Ghosh*

**I**t has been proven that there is a significant relation between cognitive load and pedagogical practices. Nowadays Online Pedagogical practices ingurgitate the higher educational studies. There could be an effect of it on the cognitive load of the students of higher education. There are many studies have been uploaded regarding education and socio-economical conditions due to Covid 19-lockdown. This study is going to probe the cognitive load of the students belong to higher education during this Covid 19-lockdown period. It may help to know what is the real effect of the online method of study and how does it affect on cognitive load of the college students. According to the University Grants Commission the next session of the colleges has become extended as well as the examinations are also postponed. It is very important to gauge the sustainable productivity of higher education by knowing that how do the students of higher education planning their career and studies due to this Covid 19-lockdown situation. It is also admissible that we must know the real view regarding educational and career aspirations of the higher education students from rural areas who merely being able to use internet and manage their daily chores. After a quantitative analysis, qualitative analysis was done for this study. The data was collected from 100 students of colleges of rural and urban areas of West Bengal.

**Keywords:** Covid 19-lockdown situation, Cognitive load, Online Pedagogy, Sustainable development,

## Introduction

The pandemic of COVID 19 virus cages the whole world in the month of March'2020. India also was scared and caged too to assure security and health which could be the first priority of any country. The COVID 19 or Corona virus flared over the world through the physical contact with each other. Characteristics, source and vaccine of this virus have been earthed yet. The developed western countries made the decision of lockdown to continue the social distancing. The lockdown loomed large in this democratic territory of India after the announcement was made by the central government. Various issues regarding economical decay, domestic violence, suicide etc. have been increased during home detention. The pandemic fear of COVID-19 has become a social issue as well as an issue under discussion of educational system. The fear of death, economical declension, laying up in one particular place or the rouge state of the migrant labour have made us to think twice regarding our habit and daily performances as well as educational practices.

This is the very crucial time to decide the paradigm of pedagogy especially in higher education because the students will helm the society in future. Nowadays Online Pedagogical practices ingurgitate the higher educational studies. It has been proven that there is a significant relation between cognitive load and pedagogical practices. There could be an effect of it on the cognitive load of the students of higher education. There are many studies have been uploaded regarding education and socio-economical conditions due to Covid 19-lockdown. This study is going to probe the cognitive load of the students belong to higher education during this Covid 19-lockdown period. It may help to know what is the real effect of the online method of study and how does it affect on cognitive load of the college students. Before going to the research part of this study the main or keywords will be discussed with their working definitions.

**Covid 19-lockdown situation:** There are worldwide curfews, quarantines, and similar restrictions (known as stay-at-home orders, shelter-in-place orders, shutdowns/lockdowns) related to the COVID-19 pandemic and established to prevent further spread of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which causes COVID-19. Countries and territories around the world have enforced lockdowns of varying degrees. Some include total movement control while others have enforced restrictions based on time. Mostly, only essential businesses are allowed to remain open. Schools, universities and colleges have closed either on a nationwide or local basis in 172 countries, affecting approximately 98.5 per cent of the world's student population.

On 22 March 2020, the Government of India decided to completely lockdown 82 districts in 22 states and Union Territories of country where confirmed cases have been reported till 31 March at first phase of lockdown. Essential services and commodities were allowed. 80 cities including major cities such as Bengaluru, Chennai, Delhi, Mumbai, Pune and Kolkata were also put under lockdown until 31 March. The country entered complete lockdown from 25 March 2020 for 21 days amid increase in number of cases. From June 01, 2020 unlock phase 1 has been started after 4<sup>th</sup> phase of lockdown in India.

**Cognitive load:** In cognitive psychology, **cognitive load** refers to the used amount of working memory resources. Cognitive load theory differentiates cognitive load into three types: intrinsic, extraneous, and germane.

*Intrinsic* cognitive load is the effort associated with a specific topic, *extraneous* cognitive load refers to the way information or tasks are presented to a learner, and *germane* cognitive load refers to the work put into creating a permanent store of knowledge, or a schema.

Cognitive load theory was developed in the late 1980s out of a study of problem solving by John Sweller. Sweller argued that instructional design can be used to reduce cognitive load in learners. Much later, other researchers developed a way to measure perceived mental effort which is indicative of cognitive load. Task-invoked pupillary response is a reliable and sensitive measurement of cognitive load that is directly related to working memory. Information may only be stored in long term memory after first being attended to, and processed by, working memory. Working memory, however, is extremely limited in both capacity and duration. These limitations will, under some conditions, impede learning. Heavy cognitive load can have negative effects on task completion, and it is important to note that the experience of cognitive load is not the same in everyone. The elderly, students, and children experience different, and more often higher, amounts of cognitive load.

**Online Pedagogy:** Online pedagogy is the process of tutoring in an online, virtual, or networked, environment, in which teachers and learners participate from separate physical locations. Aside from space, literature also states that participants can be separated by time.

Online pedagogy is practiced using many different approaches for distinct sets of users. The distinctions are in content and user interface, as well as in pedagogy styles and tutor-training methodologies. Definitions associated with online pedagogy vary widely, reflecting the ongoing evolution of the technology, the refinement and variation in online learning methodology, and the interactions of the organizations that deliver online pedagogy services with the institutions, individuals, and learners that employ the services. This Internet-based service is a form of micropublishing.

**Sustainable development:** *Sustainable development* is a coherent and practical process which enables us to achieve

environmental, social and economic goals **at the same time** (rather than in trade off, as at present). It is the at-the-same-timeness that is the essence of *sustainable development*.

In 2012 the UN's Conference on Sustainable Development in Rio de Janeiro, provided the ultimate proof that such gatherings are without agency and cannot assure implementation of national commitments. As a former Ambassador to the UN, Sir Jeremy Greenstock points out, whether it is stopping the harbouring of terrorists or the emission of greenhouse gas, disillusionment with the nation state's ability to deal with the major issues of our times is now so great that the only arena for growing sort of resilience (systemic strength) that is evidence of *sustainability* is the sub-national localities. Global resilience, global sustainability will be an aggregate of such localities.

According to the University Grants Commission the next session of the colleges has become extended as well as the examinations are also postponed. It is very important to gauge the sustainable productivity of higher education by knowing that how do the students of higher education planning their career and studies due to this Covid 19-lockdown situation. It is also admissible that we must know the real view regarding educational and career aspirations of the higher education students from rural areas who merely being able to use internet and manage their daily chores. This study is going to know the aspects of online pedagogy on cognitive load of students belong to higher education. It is mainly based on rural and urban areas of West Bengal.

Statement of the Problem: From aforesaid paragraph it could be said that it is very important to probe the effect and more than effect of online pedagogy on the cognitive load of the students. This study is focusing on the aspect of online pedagogy on cognitive load during COVID19 lockdown period. So the present research study may recognize;



## **The aspects of online pedagogy on cognitive load of students of higher education during COVID 19 lockdown situation in West Bengal.**

### **Review of Literature**

Chen and Wu (2015), Researcher has found that online courseware often includes multimedia materials, exactly how different video lecture types impact student performance has seldom been studied. Therefore, that study explored how three commonly used video lectures styles affect the sustained attention, emotion, cognitive load, and learning performance of verbalizers and visualizers in an autonomous online learning scenario by using a two-factor experimental design, brainwave detection, emotion-sensing equipment, cognitive load scale, and learning performance test sheet. Analysis results indicate that, while the three video lecture types enhance learning performance, learning performance with lecture capture and picture-in-picture types is superior to that associated with the voice-over type. Verbalizers and visualizers achieve the same learning performance with the three video types.

Schwamborn, A. et al., (2014), investigated that whether visualizations have differential impacts on cognitive load. This study consisted of two variables, Different forms of visualization as independent and the other one is Cognitive load as dependent variable. 102 ninth graders students were selected randomly from private schools. The experimental 2x2 design was used for the study where the learning material was Computer based environment textual information. The authors found that own visualization during learning indicated more mental effort.

Kuhl, T. et al, (2014), tried to find that whether the modality of the text moderates the effectiveness of learning with static and dynamic visualizations. For this purpose he used spoken text and written text on the 80 university students in his experimental 2x2

design. Modality & types of visualization was the independent variable as learning was dependent variable. He found that extraneous cognitive load was rated higher by subjects when learning with static compared to dynamic visualizations.

Chen, F. (2013), carried the objective to find the Cognitive Load Theory Framework with health professions education research, and applies the principles of CLT to one specific area of health professions education. to fulfill this purpose Context based learning environment was the independent variable, its effect on the Cognitive load, learning (dependent) was measured by Listening sounds of cardiac and respiratory. The sample of 60 senior level undergraduate nursing students was randomly chosen. At the end of this study Novice level students' high context based learning environments may contribute to extraneous cognitive load and may not be beneficial for learning was found.

Schroeder and Adesope (2013), the researchers have reviewed and synthesized researches on pedagogical agents and found different affective measures within 99 pedagogical agent outcome measures. The findings were based effective teaching-learning process. The results suggest that learners may prefer pedagogical agents compared to non-agent control conditions, and pedagogical agents may provide motivational benefits for some populations under certain conditions. However, it is unclear whether pedagogical agents impose extraneous cognitive load. Overall, consistent with research around learning outcomes (Mayer, Dow, & Mayer, 2003), the results suggest that the image of the agent may not be necessary for the learner to receive the affective benefits of the interaction.

From the reviews of various studies it could be said that cognitive load may differ with pedagogy and it also may differ the development. So it could be essential to know the aspects of online pedagogy on cognitive load of higher education students.

**Research Objectives/ Questions:** This study is going to focus on;

How does the online pedagogy affect the cognitive load of higher education students especially in lockdown situation?

Is there any difference in the cognitive load of higher education students of rural and urban areas of West Bengal?

Does the online pedagogy assure the sustainable development in higher education?

### **Significance**

Nowadays Online Pedagogical practices ingurgitate the higher educational studies. There could be an effect of it on the cognitive load of the students of higher education. Various studies regarding online tutoring or MOOC have been established its success and this has been spread all over the world. Besides the food, medical and very necessary services all other institutions including schools and colleges were closed due to the pandemic. Even in India there was a fatal decision in the field of higher education, that University grants Commission postponed the examinations and extended the time of new session during this COVID19 lockdown period. There were approximate 19 lakh students in colleges for pursuing bachelor degree in various streams. They could sit for the exams for the next level. Colleges have started giving instructions and providing classes through online mode for the lockdown due to pandemic. There are the condition related to the cognitive load of the higher education students as family-economy, own earnings, availability of study materials, peers learning and especially the teaching strategies of the teachers in classroom environment. Aforesaid research questions are very essential to probe the answers as these factors are far away from the higher education students and they are studying only through online mode. According to the pandemic scenario it is very necessary to know whether the online pedagogy is leading us towards the sustainable development as

the students of higher education are going to helm the society in future. Academicians as well as the government will focus on this matter as quality education.

### **Research Methodology**

After collecting data through questionnaire from 100 students belonging to higher education in West Bengal quantitative analysis was made for the result. So the steps were;

**Sample and Sampling:** 100 students (regardless sex and stream) of various colleges of different areas (Urban and Rural) of West Bengal were randomly selected for the study.

**Technique and Tool:** Data was collected through interview process and a schedule was provided to the entire sample, which was instructed to resend after two days by online mode.

**Result:** The result was drawn from the statistical analysis of correlation among dimensions of Cognitive load and aspects of Online Pedagogy through SPSS.

For urban students Future Aspiration is not significantly correlated with Online Pedagogy ( $r=0.071$ ) at 0.05 level of significance. It is not significantly correlated with Access of Internet ( $r=0.05$ ), Audio Video Classes ( $r=0.034$ ), Access of Online study Material ( $r=0.047$ ), Teacher-Student Interaction in Online Class ( $0.027$ ), Opportunities to Exploration in Online Class( $r=0.000$ ) at 0.05 level of significance. It is positively correlated with Relax for extra time due to Lockdown( $r=0.103$ ) at 0.05 level of significance.

For Rural Students Future Aspiration is positively correlated with Online Pedagogy( $r=0.246$ ) at 0.01 level of significance .it is positively correlated with Access of Internet ( $r=0.291$ ), Audio Video Classes ( $r=0.374$ ), Access of Online study Material ( $r=0.160$ ), Teacher-Student Interaction in Online Class ( $0.155$ ), Relax for extra time due to Lockdown( $r=0.181$ ) at 0.01 level of

significance. It is not significantly correlated with Opportunities to Exploration in Online Class ( $r=-0.009$ ) at 0.05 level of significance.

For Urban Students Interest to continue study is not significantly correlated with Online Pedagogy ( $r=0.083$ ) at 0.05 level of significance, but it is not significantly correlated with Access of Internet ( $r=0.064$ ), Audio Video Classes ( $r=0.043$ ), Access of Online study Material ( $r=0.053$ ), Teacher-Student Interaction in Online Class (0.056), Relax for extra time due to Lockdown ( $r=0.08$ ) at 0.05 level of significance. It is not significantly correlated with Opportunities to Exploration in Online Class ( $r=-0.035$ ) at 0.05 level of significance.

For Rural Students Interest to continue study is positively correlated with Online Pedagogy( $r=0.286$ ) at 0.01 level of significance .it is positively correlated with Access of Internet( $r=0.329$ ), Audio Video Classes( $r=0.417$ ), Access of Online study Material ( $r=0.206$ ), Teacher-Student Interaction in Online Class (0.161), Relax for extra time due to Lockdown( $r=0.210$ ) at 0.01 level of significance. It is not significantly correlated with Opportunities to Exploration in Online Class( $r=0.035$ ) at 0.05 level of significance.

For Urban Students Keeping Motivation Up is positively correlated with Online Pedagogy( $r=0.123$ ) at 0.01 level of significance .it is also positively correlated with Access of Internet( $r=0.124$ ), Access of Online study Material ( $r=0.120$ ) at 0.01 level of significance. It is not significantly correlated with Audio Video Classes( $r=0.075$ ), Teacher-Student Interaction in Online Class (0.082), Opportunities to Exploration in Online Class( $r=0.043$ ) at 0.05 level of significance. It is positively correlated with Relax for extra time due to Lockdown( $r=0.100$ ) at 0.05 level of significance.

For Rural Students Keeping Motivation Up is positively correlated with Online Pedagogy( $r=0.180$ ) at 0.01 level of significance .it is also positively correlated with Access of Internet( $r=0.196$ ), Audio Video Classes( $r=0.199$ ), Access of Online study Material ( $r=0.175$ ), Teacher-Student Interaction in Online Class (0.116) Opportunities to Exploration in Online Class( $r=0.114$ ) at 0.01 level of significance. It is not significantly correlated with Relax for extra time due to Lockdown( $r=0.066$ ) at 0.05 level of significance.

For Urban Students Stress for the Courses through Online is not significantly correlated with Online Pedagogy( $r=0.031$ ) at 0.05 level of significance .it is also not significantly correlated with Access of Internet( $r=0.021$ ), Audio Video Classes( $r=0.021$ ), Access of Online study Material ( $r=0.034$ ), Teacher-Student Interaction in Online Class (0.066), Opportunities to Exploration in Online Class( $r=-0.027$ ), Relax for extra time due to Lockdown( $r=-0.019$ ) at 0.05 level of significance.

For Rural Students Stress for the Courses through Online is positively correlated with Online Pedagogy( $r=0.117$ ) at 0.01 level of significance. It is also positively correlated with Access of Internet( $r=0.163$ ), Audio Video Classes( $r=0.189$ ) at 0.01 level of significance .it is also positively correlated with Access of Online study Material ( $r=0.095$ ) at 0.05 level of significance. It is not significantly correlated with Teacher-Student Interaction in Online Class ( $r=0.021$ ), Opportunities to Exploration in Online Class( $r=0.019$ ), Relax for extra time due to Lockdown( $r=0.071$ ) at 0.05 level of significance.

For Urban Students Feeling of Relax for getting extra time is positively correlated with Online Pedagogy( $r=0.091$ ) at 0.05 level of significance .it is also positively correlated with Access of Internet( $r=0.136$ ) at 0.01 level of significance. It is not significantly correlated with Audio Video Classes( $r=0.049$ ), Access of Online study Material ( $r=0.055$ ), Opportunities to

Exploration in Online Class( $r=-0.05$ ), Relax for extra time due to Lockdown( $r=0.083$ ) at 0.05 level of significance. It is positively correlated with Teacher-Student Interaction in Online Class ( $r=0.98$ ) at 0.05 level of significance.

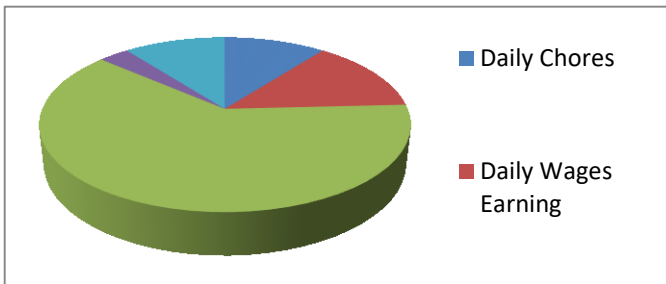
For Rural Students Feeling of Relax for getting extra time is positively correlated with Online Pedagogy( $r=0.240$ ) at 0.01 level of significance .it is also positively correlated with Access of Internet( $r=0.297$ ), Audio Video Classes( $r=0.354$ ), Access of Online study Material ( $r=0.171$ ), Teacher-Student Interaction in Online Class ( $0.131$ ) self criticism( $r=0.132$ ) at 0.01 level of significance. It is not significantly correlated with) Opportunities to Exploration in Online Class( $r=0.038$ ) at 0.05 level of significance.

For Urban Students Cognitive Load is positively correlated with Online Pedagogy( $r=0.114$ ) at 0.01 level of significance. It is also positively correlated with Access of Internet( $r=0.114$ ) at 0.01 level of significance. It is not significantly correlated with Audio Video Classes( $r=0.063$ ), Opportunities to Exploration in Online Class( $r=-0.022$ ) at 0.05 level of significance. It is positively correlated with Access of Online study Material ( $r=0.086$ ), Teacher-Student Interaction in Online Class ( $0.092$ ), Relax for extra time due to Lockdown( $r=0.105$ ) at 0.05 level of significance.

For Rural Students Cognitive Load is positively correlated with Online Pedagogy( $r=0.286$ ) at 0.01 level of significance. It is also positively correlated with Access of Internet( $r=0.342$ ), Audio Video Classes( $r=0.415$ ), Access of Online study Material ( $r=0.211$ ), Teacher-Student Interaction in Online Class ( $r=0.160$ ) self criticism( $r=0.179$ ) at 0.01 level of significance. It is not significantly correlated with) Opportunities to Exploration in Online Class( $r=0.043$ ) at 0.05 level of significance.

So it can be said that Cognitive Load is significantly correlated with Online Pedagogy. After quantitative analysis a small questionnaire (consists of 10 questions) was developed for

knowing the facts behind the differences seen in the result. Qualitative analysis helped to draw the reasons of difference. It has also been seen that cognitive load of students belonging to rural areas are much affected by the online teaching strategies. Study habit and cognitive load is also affected by other factors which do not help many students to avail online classes; e.g. internet connection, daily chores, family-economy etc. are the main causes of them that they enjoy the online classes hardly and many of the students have interest for entertainments available in internet than online classes. Many of the students get busy with daily wages earning as the main income has been collapsed due to lockdown. Many of the students have lost their interest in study for postponing the exams as many of them are not familiar with uses of internet. The graph below showing the result;



### Conclusion

It could be concluded that though online pedagogy is been practiced throughout the world but many of the students of higher education can not avail with its facility due to various reasons. The pedagogy always significantly correlated with cognitive load. This is a very crucial time for all of us to carry the quality education as the educational institutions are still remained closed in India. It could be seen that the higher education students belonging from rural areas are not able to access internet as well as many of the students from urban areas are reluctant for the classes due to entertainments. So for the



sustainable development and betterment of the online classes it may focus on more audio visual classes and interactive sessions, as student-teacher communication is also very important. It is not that fulfilling the classes, giving lectures or taking assignments, it would be more valuable time to stay connected by obeying social distancing throughout the lockdown period. So the study shows the various dimensions and aspects of online pedagogy on cognitive load of the higher education students in West Bengal. So the further research could be conducted in other parts of India by taking some other dimension of online classes.

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## Development and Impact of Soft Skills among Bachelor of Education Student Teachers

*Dr. Mahadeo Vishnu Mate*

**I**t is an important thing to understand the necessity of soft skills in future. Soft skills are very important in day to day life. Soft skills are a very popular term nowadays. Soft skills are useful to be successful in personal and professional life. The proper training of soft skills should be provided to the learner. Such an approach of soft skills enhances learner's achievement in life and career teaching. The development of soft skills starts within the family. Teaching Soft skills is a fundamental education activity. The field of teacher education is not an exception to it. The present study is carried out the study of development and impact of soft skills among B.Ed. student-teachers in teacher education. It is carried out among 20 student-teachers of B.Ed. course. The Experimental research method was adopted in the present study. The revealed findings are applicable for the student- teachers, teacher- educators, curriculum planners and education policy makers.

**Key Words-** Soft skills, Personal and professional life, B.Ed. Student-Teachers, Teacher Education.

### **Introduction**

A human being is a social animal. Soft skills are important for all people at all times. Soft skills are the life skills. It creates a positive environment. It enables a learner to obtain a desired job. Soft skills are essential in the daily life and professional life of a learner. Soft skills are important to lead a happy and peaceful life. The life is totally free from mental stress. It makes life easier. It is an urgent need to identify the basic soft skills and practice them. It helps for professional and lifelong success. Soft skills are learned through practice and experience. The basic objectives of

soft skills are to build interpersonal relationships, effective communication, professional development etc. Technology has created social isolation. Soft skills are the measures of social interactions..Such types of soft skills are used to promote to respond to the nature and impact of technology. Today's world is a process of radical change. The growth of new forms of technology leads to achieve soft skills competencies. The 21<sup>st</sup> century requires a different and innovative set of soft skills for employment. There is an urgent need to develop soft skills among learners in the process of higher education. The present study is carried out the study of development and impact of soft skills among B.Ed. student-teachers in teacher education. The study provides a best platform for B.Ed. student-teachers to make aware of soft skills.

### **Objectives of the Study**

- 1) To design the programme on soft skills for B.Ed. student-teachers.
- 2) To implement the designed programme of soft skills among B.Ed. student-teachers.
- 3) To study the impact of the designed programme of soft skills among B.Ed. student-teachers.
- 4) To suggest recommendations regarding soft skills for B.Ed. student-teachers.

### **Hypotheses of the Study**

#### **A) Research Hypotheses**

- 1) Soft skills competence is important for learner.
- 2) Soft skills are more useful for B.Ed. student-teachers in daily and professional life.

## **B) Null Hypotheses**

- 1) There is no significant difference in the achievement of the B.Ed. student-teachers through the various activities designed in programme for developing soft skills.
- 2) There is no significant difference in the achievement of the B.Ed. student-teachers through conventional method and designed programme for developing soft skills.

## **Delimitations of the Study**

The present study was delimited in the following respects -

Area	-	Barshi Town
Grade	-	Marathi medium B.Ed. student-teachers
Discipline	-	Teacher Education
Sample	-	20 B.Ed.student-teachers
Content	-	Soft skills

## **Procedure of the Study**

The research methodology, sampling, tools, procedure and statistical analysis of the present study were as follows.

The Experimental research method was adopted in the present study. It was based on the Post-test Equivalent Group Design. The independent variable and the dependent variable were respectively the Soft skills and the achievement of the B.Ed. student-teachers in terms of scores. Sex-difference, socio-economic status, intelligence, college atmosphere etc. were the extraneous variables. One Marathi medium teacher education institution in Barshi town was selected. Total 20 B.Ed. student-teachers were selected randomly. Thus, two groups of B.Ed. student-teachers from a Marathi medium teacher education institution constituted the sample for the study. The achievement test was developed by the investigator himself and validated by

experts in concerned field, and was conducted for the study. The two groups of the study were called as control group and experimental group. The control group was taught through conventional method for developing soft skills to B.Ed. class student-teachers. The conventional method used in the study was Lecture method. The experimental group was taught through the various activities regarding daily and professional life for developing soft skills to B.Ed. class student-teachers. The activities used regarding soft skills in the study were the theory and practical of soft skills. Understanding oneself, Innovative Thinking, Problem management, Stress and emotional management, Leadership, Team work and Communication are the selected soft skills for the present research study. The program was conducted for a month with proper planning. There were four periods distributed in a week. Total 28 periods were conducted. Each activity has four periods for theory and practice. The seven activities regarding soft skills as above mentioned were conducted in 28 periods. Both groups were treated as per the planning. The lessons planning were prepared by the investigator according to conventional method and experimental method for developing soft skills to B.Ed. student-teachers. The lessons were limited to only select activities of Global skills to B.Ed. student-teachers. Then, the achievement test was administered to the both groups. The achievement was assessed by certain criteria. The achievement test was prepared for 50 marks having seven marks for each activity. The scores obtained of that post-test stage were recorded. Responses of each B.Ed. student-teacher to achievement test were measures using the key prepared for the purpose. These scores were then tabulated and statistical analysis was done for further calculations in order to locate the significance of difference for which T-test was used. The major findings and recommendations are stated with the help of interpretation and analysis of data.

<b>Group</b>	<b>No. of Stud-ents</b>	<b>Mean</b>	<b>SD</b>	<b>D-means</b>	<b>T-value</b>	<b>Df</b>
Control Group	10	7.3	2.1	7.5	6.88	18
Experi-mental Group	10	14.8	2.74			

The above table states that the difference between the means of total B.Ed. Student- teachers from control and experimental in post test scores were 7.95. It means that total B.Ed. class student-teachers from experimental group differ in their achievement as compared to total B.Ed. student-teachers from the control group in the post test.

### **Findings of the Study**

There is significant difference in the achievement of B.Ed. student-teachers through the various activities designed in programme for developing soft skills. There is significant difference in the achievement of the B.Ed. student-teachers through conventional method and designed programme for developing soft skills. So the both No.1 and No. 2 null-hypotheses were rejected.

The findings of the study were as follows.

- 1) The achievement of scores in B.Ed. student-teachers was more in experimental group than control group.
- 2) The well-designed programme became more helpful to create expected and desirable class environment for developing soft skills to B.Ed. student-teachers.
- 3) The soft skills became more helpful to develop social and career competence among B.Ed. student-teachers.

- 4) The soft skills became interesting for B.Ed. student-teachers to develop basic skills of 21<sup>st</sup> century skills.
- 5) The well-designed programme based on various activities in daily life became helpful to maintain interactive role for developing soft skills.
- 6) The soft skills became more helpful to develop employment proficiency among B.Ed. student-teachers.
- 7) The soft skills became more helpful to respond quickly and accurately in social and professional life for B.Ed. student-teachers.

### **Recommendations**

- 1) The teacher-educator of B.Ed. course should try to conduct orientation course on soft skills for B.Ed. student-teachers.
- 2) The teacher-educator of B.Ed. should try to create desirable learning environment for developing soft skills for B.Ed. student-teachers.
- 3) The teacher-educator should be informal and friendly.
- 4) The teacher-educator of B.Ed. course should try to focus on to operate in social and professional context.
- 5) The teacher-educator of B.Ed. course should try to develop to explore individual and social life opportunities that will support and enhance the academic studies.
- 6) The teacher-educator of B.Ed. course should to explore new learning styles for innovative life style and develop soft skills among B.Ed. student-teachers.
- 7) There should be well-designed training programme for teacher-educators for developing soft skills.

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Training module on soft skills, ESCAP.



## Life Long Learning: A Case Study of Jan Shikshan Sanstha (JSS), Pune

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**A**dult education (lifelong learning) plays a major role in socio-economic development. It has the potential to improve the quality of life of individuals living in under-developed areas by enhancing their access to income and employment opportunities as well as creating resources for them. It is a continuous process where adults who perform multiple social roles participate in organized learning activities to improve their human resource skills or their human capital assets.

In this paper a humble attempt is made to document the experience of Jan Shikshan Sansthan, Pune (JSSP) in providing life long learning in the form of vocational skills to marginalized people living in slums and ghettos to develop their human resource content and thereby increasing their income generating capacity. As a result the vulnerable individuals are able to create new livelihoods for themselves. We have used case-study method. We have analysed JSSP's data for a period of five financial years i.e. from 2014-15 to 2018-19.

JSSP is endeavouring in its own humble way to empower the underprivileged by imparting employment oriented skills and instilling hope and confidence in them to earn a living in spite of the vicissitudes of the economy. Its efforts also contribute towards channelizing the youth away from undesirable activities towards productive endeavours. With a small retinue of staff and modest wherewithal, JSSP always looks ahead for reaching out to more individuals and groups in its area of operations.

## **Introduction**

Education, health and social well-being are crucial to human capacity as well as productivity. The Nobel Laureate Amartya Sen advocates that governments should make massive investments to provide health and education to all their people. While social safety nets are vital support mechanisms to cope with crises, the role of governance in providing these services remains important particularly to vulnerable communities which are both physically and economically isolated. The lack of formal and informal education restricts the capacity building of people to take advantage of alternative job opportunities.

Further education facilitates the social and occupational mobility among the members of a society. Educational achievements to large extent determine the nature and scope of job opportunities that become available to people. The functional literacy programmes and entrepreneurship programmes bring out the results of target oriented education.

To maintain economic development with human face, India has to realize the millennium development goals and sustainable development goals.

Adult education (life long learning) plays a major role in socio-economic development. It has the potential to improve the quality of life of individuals living in under-developed areas by enhancing their access to income and employment opportunities as well as creating resources for them. It is a continuous process where adults who perform multiple social roles participate in organized learning activities to improve their human resource skills or their human capital assets.

Economists view participation in adult education as an investment in the capital assets of the individuals. These investments may be viewed as existing levels of education or what is in development. Benefits from investment in adult

education accrue to both the individual and community. Economic development is linked with the existence or improvement of physical, material and human capital.

### **Objective**

The main objective of this research is to document the experience of Jan Shikshan Sansthan, Pune (JSSP) in providing life long learning in the form of vocational skills to marginalized people living in slums and ghettos to develop their human resource content and thereby increasing their income generating capacity. As a result the vulnerable individuals are able to create new livelihoods for themselves. We have used case-study method. We have analysed JSSP's data for a period of five financial years i.e. from 2014-15 to 2018-19.

### **What is Jan Shikshan Sanstha, Pune (JSSP)?**

JSSP was known as Shramik Vidyapeeth, Pune. It was established in the year 1986 under the aegis of the Indian Institute of Education, Kothrud, Pune. The Shramik Vidyapeeth was rechristened as Jana Shikshan Sansthan Pune (JSSP) on 1<sup>st</sup> April 2000. The JSS is funded by the Ministry of Skill Development and Entrepreneurship, Government of India. The renowned educationist Chitra Naik is the source of inspiration for this organization.

The aim of JSS is to organize vocational training courses for the disadvantaged section of society. It covers the entire Pune district including urban areas of Pune.

The JSSP represents an institutional framework for offering non-formal, adult and continuing educational programmes to disadvantaged groups. Its activities include the following :

- Imparting occupational skill and technical knowledge to neo-literates, individuals outside the mainstream of education, individuals from very poor and disadvantaged sections of

society, unemployed educated youth and industrial workers and their families. Programmes are conducted for both men and women separately.

- Organizing training programmes for key resource persons, trainers and trainees in vocational courses.
- A multidimensional approach is followed in organizing the programmes. This approach takes into account the following –
  - (a) Learning needs of the target group;
  - (b) Convenience of place and time for learners and instructors;
    - ©Variety in content, duration, methods and instructional arrangements;
  - (d) Getting feedback from past students and carrying out its analysis and recording and reporting of success stories.

**Methodology :** The methodology includes theory, practicals and field work experience.

**Types of courses :** A number of vocational courses are organized at different locations in urban and rural areas of Pune district depending on the needs of the target groups. With the rapidly changing economic scenario, there is a demand for new courses in keeping with the market trends.

**Some of the courses are :** Beauty culture and health care, electrical technician, dress making, designing and embroidery, fashion design-dress making, rexine/leather/jute/home and office articles making, plumbing and sanitary work. toy making-cutter and fixer of toy parts (soft toys), helpers for hospitals and nursing homes, handicrafts, fruit and vegetable processing and preservation, knit wear design (hand knitting, macramé and crochet), applique and patchwork. Many more courses fall under JSSP purview. Also women empowerment, youth empowerment etc. activities are organized by the JSSP.

Unique features of JSSP in conducting vocational training programmes are as follows :

- The aim of JSSP is to organize need-based and tailor-made vocational and skill development courses for the disadvantaged sections of society;
- Priority is given to SC, ST and minority candidates;
- JSSP covers urban, rural and tribal areas of entire Pune district;
- The target group of JSSP is illiterates, neo-literates, rudimentary level of education, slum dwellers or urban poor etc.;
- Mobile vocational training programmes are organized at the community and village level. The requirement is just a minimum of 15 to 20 candidates, nominal fees and a place for conducting the course.
- Anybody and every bodyc can participate in JSSP's programmes. No hard and fast rules exist regarding education, age, annual income etc. as compared to the private and government institutions..
- It functions as a polyvalent institute. It fulfills the vocational training needs of the society. It gives inputs for starting self-employment.
- Most of the programmes are organized by getting sponsorship fro m NGOs like Rotary Club, Lions Club etc. As a result most of the beneficiaries get the training free of cost.
- JSSP appoints experienced and qualified resource persons for training.

- JSSP certificates are very much useful to beneficiaries for getting benefits like financial assistance, benefit of govt. schemes, subsidy, sewing machines etc.

### Findings

We have analysed the data for the last five financial years viz. 2014-15 to 2018-19. The annual progress reports for different financial years were collected from the office of the JSSP located at Dandekar bridge, Pune. The data for different variables are presented in tabular form below. The findings are as follows:

#### Total beneficiaries of vocational courses

A perusal of Table 1 reveals that predominantly it is the females who have been benefitting from the vocational courses of JSSP. The reason may be that the course timings are suitable to females who may be mostly housewives. Also women may be more interested than the men in doing vocational courses.

**Table 1 : Total beneficiaries of vocational courses of JSSP, 2014-15 to 2018-19**

Year	Male	Female	Total
2014-15	135	2247	2382
2015-16	111	2390	2501
2016-17	122	1768	1890
2017-18	200	2270	2470
2018-19	372	3056	3428
Total			

Source : Annual Reports of the JSSP for the relevant years

Another observation is that for males and females together, it is fluctuating trend. For males, the participation is increasing from 2015-16 while for females it is increasing from 2016-17.

### **Educational status of beneficiaries**

An examination of Table 2 shows that there is a fluctuating trend for different educational categories of beneficiaries. In 2014-15, the maximum number of participants were from the non-literate group while in 2015-16 it was neo-literate group. From 2016-17 we observe that it is the rudimentary category (upto 8<sup>th</sup> std.) who have been participating the most.

**Table 2 : Educational status of beneficiaries, 2014-15 50  
2018-19**

Sr. No.	Category	2014-15	2015-16	2016-17	2017-18	2018-19
1	Illiterate	61	-	-	-	-
2	Non-literate	1510	64	23	25	47
3	Neo-literate	800	1416	619	815	1253
4	Rudimentary (upto 8 <sup>th</sup> std.)	11	943	1020	1334	1610
5	School drop-Outs (upto 12 <sup>th</sup> )	-	78	228	296	518
Total		2382	2501	1890	2470	3428

Source : Same as for Table 1

Further majority of the beneficiaries were from the age group 15-35. (Data are not given here).

### **Social status of beneficiaries**

In Table 3 we find that in the years 2014-15 and 2018-19 maximum participation was from the SC group. In all other years, it is the "Other" group which is dominating. It is not a happy situation that both ST and minority group have low representation. There is a need to motivate the ST and minority groups to avail the skill developing opportunities to earn and live dignified lives.

**Table 3 : Social status of beneficiaries, 2014-15 to 2018-19**

Category	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	
	No.	%	No.	%	No.	%	No.	%	No.	%	
SC	918	38.0	711	28.4	524	27.7	593	24.0	1301	38.1	
ST	148	6.2	245	9.8	87	4.6	99	4.0	189	5.5	
OBC	364	15.3	433	17.3	372	19.7	445	18.0	623	18.2	
Minority	194	8.1	164	6.6	171	9.0	272	11.0	495	14.4	
Other	758	31.8	948	38.0	736	39.0	1061	43.0	820	23.9	
Total	2382	100.0	2501	100.0	1890	100.0	2470	100.0	3428	100.0	

Source : Same as for Table 1

### Employment status of beneficiaries

In Tables 4 to 7 we have presented data on the employment status of the beneficiaries. From Table 4 we infer that most of the beneficiaries go for self-employment. It seems that they hardly find any employment in the public sector. Further we find a fluctuating trend in the availability of employment opportunities to the beneficiaries.

**Table 4 : Employment status of beneficiaries, 2014-15 to 2018-19 (Total)**

Sr.No.	Sector	2014-15	2015-16	2016-17	2017-18	2018-19
1	Public	NA	-	28	-	-
2	Private	NA	46	32	41	34
3	Self-employment	NA	196	144	213	226
4	Wage employment	NA	62	48	64	54
5	Any other	NA	99	84	78	65
Total		NA	403	336	396	379

Source : Same as for Table 1

NA = Not available



From Table 5 it is very clear that very few men get employment. This is because as we have seen very few males participated in the vocational training programmes.

**Table 5 : Employment status of beneficiaries, 2014-15 to 2018-19 (Males)**

Sr.No.	Sector	2014-15	2015-16	2016-17	2017-18	2018-19
1	Public	NA	-	2	-	-
2	Private	NA	4	3	3	-
3	Self-employment	NA	12	8	9	-
4	Wage employment	NA	6	4	10	-
5	Any other	NA	2	2	3	-
Total		NA	24	19	25	-

Source : Same as for Table 1

NA = Not available

In Table 6 we find that many women have got employment but most of them are into self-employment.

**Table 6 : Employment status of beneficiaries , 2014-15 to 2018-19 (Females)**

Sr.No.	Sector	2014-15	2015-16	2016-17	2017-18	2018-19
1	Public	NA	-	26	-	-
2	Private	NA	42	29	38	34
3	Self-employment	NA	184	136	204	226
4	Wage employment	NA	56	44	54	54
5	Any other	NA	97	82	75	65
Total		NA	379	317	371	379

Source : Same as for Table 1  
 NA = Not available

In Table 7, we have given the number of beneficiaries by gender for each year. We find that compared to that of men, employment among women is much higher. This is because as we have seen mostly it is the women who are taking vocational training.

**Table 7 : Employment status of beneficiaries by gender, 2014-15 to 2018-19**

Sr.No.	Sec-tor	2014-15 M/F	2015-16 M	2015-16 F	2016-17 M	2016-17 F	2017-18 M	2017-18 F	2018-19 M	2018-19 F
1	Pub-lic	NA	-	-	2	26	-	-	-	-
2	Priva-te	NA	4	42	3	29	3	38	-	34
3	Self-em- ployment	NA	12	184	8	136	9	204	-	226
4	Wage em- ploy- ment	NA	6	56	4	44	10	54	-	54
5	Any other	NA	2	97	2	82	3	75	-	65
Total		NA	24	379	19	317	25	371	-	379

Source : Same as for Table 1  
 NA = Not available  
 M = Male F = Female

### **Loan facilities provided to beneficiaries of JSSP**

JSSP also encourages its beneficiaries to go for credit to start their businesses. Below in Table 8, we have presented data on the credit given to the beneficiaries. We find that most of the loans were provided by the self-help-groups. It seems most of the loans were taken to start their own enterprises by the beneficiaries. More banks should be approached by the JSSP to get loans for the beneficiaries.

**Table 8 : Loan facilities provided to beneficiaries of JSSP, 2014-15 to 2018-19**

Year		Source	Number	Amount (Rs.)
2014-15		NA	NA	NA
2015-16		Bank and SHG	90	4,60,000
2016-17		-do-	94	4,28,000
2017-18		-do-	65	3,60,000
2018-19		SHG, Govt. Dept. loans and Micro-finance Institutes	12	2,25,000

Source : Same as for Table 1

NA = Not available

SHG = Self help group

Below we present a few success stories to illustrate how JSSP programmes have enabled the vulnerable individuals not only to get income generating activities but also dignity and empowerment.

### **Success stories**

#### **Ashwini Kisan Shinde**

Ashwini took training of Beauty Culture and Health Care from JSSP. Today she is pursuing her studies in a college. After the training, she started working from home. She gives good service to the customers. Presently she got a job at Khubsoorat Beauty Parlour and Spa. Before training she was dependent on her

parents for her financial needs. Presently she earns between Rs.10,000 to Rs.12,000 per month

Besides acquiring financial independence, Ashwini's social status too has improved because of exposure to outside world due to her work. She has acquired self-confidence. She is firm to complete her college education. Thus she has become an empowered woman.

### **Vaishali Yuvraj Jagdale**

Vaishali is a 29 year married woman from a poor family. Before the training she was a house-wife. After successfully completing her Beauty Culture and Health Care course from JSSP, she got a good job in a local beauty parlour. She also makes home visits for her customers. She earns around Rs.15000 per month. She uses this money to support her children's education and to meet her domestic expenses. She has acquired a special status in her family due to her training and resultant income earning. Due to her experience, JSSP has made her a resource person for their courses. Today she is self-confident and has developed a positive approach to life.

### **Chetna Kailash Takwale**

Chetna comes from a poor family. Her husband mistreated her because she gave birth to two daughters. She knew a little stitching. She could not learn better because she had no money. She joined JSSP's stitching programme. Not only she learnt the trade well but also regained her self-esteem. Today she works as a tailor from her home. JSSP is thinking of appointing her as a part-time resource person. Today she earns between Rs.8000 to Rs.10000 per month from her tailoring career. She is a happy and confident person.

### **Difficulties faced by JSSP**

- JSSP is unable to increase the honorarium of the resource persons due to meager budget. Therefore top qualified resource persons are not available for JSSP training.
- The fixed grant-in-aid amount given by the government for conducting the programmes needs to be revised annually to be in tune with the inflation.
- Further the grant-in-aid amount should be released on time.
- JSSP needs to be empanelled with government agencies to avoid duplication of work.
- JSS should be given freedom to conduct need-based courses or some alternative courses which are suggested by the beneficiaries.
- Transport arrangements must be made up to the mark for going to tribal and remote areas to conduct the vocational courses.
- The compulsion of ration card, voter card as identity proof should be removed to make it easy for the participants to enroll in the courses.
- Some steps need to be taken to make the JSSP portal run fast.
- There is no stability of programme staff due to low benefits to them. They often leave their jobs for better prospects. This hampers the work of JSSP.

### **Conclusion**

JSSP is endeavouring in its own humble way to empower the underprivileged by imparting employment oriented skills and instilling hope and confidence in them to earn a living in spite of the vicissitudes of the economy and personal constraints. Its efforts also contribute towards channelizing the youth away

from undesirable activities towards productive endeavours. With a small retinue of staff and modest wherewithal, JSSP is moving forward to reach out to many more individuals and groups in its area of operations.

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## Startups of Make in India: A Study

*Dr. Ashwini Manik Vatharkar*

**T**he 'Make-in-India' initiatives and other government schemes have also given a boost to startups with many individuals entering the fray. Starting a venture is a well planned and disciplined exercise with due consideration of both internal and external factors that may impact the sustainability of the venture. The idea behind the venture, market size, revenue and profit targets are some of the important factors that need to be clearly defined before embarking on the journey. Time, team work and tenacity are important elements which determine entrepreneurial success. Infrastructure, government regulations and availability of finance at various stages of growth could be some of the challenges for startups. In fact, history is replete with examples of startups which began with big fanfare but ended as damp squibs within a short span of time due to various reasons. The paper discusses few issues and challenges that an Indian startup has to face and the opportunities that the country can provide in the current ecosystem.

Key words: Entrepreneur, Employment, Finance, 'Make-in-India', Startup.

### **Introduction**

Prime Minister Narendra Modi announced the Startup India initiative on India's 69<sup>th</sup> Independence Day with an aspiration to impart more *"strength and inspiration to the talented young generation of India to do something new for India and humanity"*. With a vision to create a platform where budding entrepreneurs could establish themselves without any hassles, the initiative was set up to provide funding support and incentives in areas such as patent filing and simplification of the startup process. Five months in, in January 2016, the Startup India Action Plan was

launched. For a country that boasts of having the third- largest startup ecosystem in the world, this initiative provides a further boost to nurture innovation.

The startup movement has traversed a long distance since then. From being restricted to the digital/technology sector to growing into a wider range of sectors covering agriculture, manufacturing, education and healthcare; from being confined to Tier 1 cities to reaching Tier 2 and Tier 3 cities – Indian startups are spreading their wings far and wide. The initiative has managed to instil confidence in the youth, that that their idea is more than just an idea and that there are ready opportunities to help nurture it further. India is maturing as a startup hub with 8% growth registered in the number of funded startups in 2016.

The Startup India initiative revolves around three pillars: Simplification and Handholding, Funding Support and Incentives, and Industry – Academia Partnership and Incubation. 770 startups have been recognised by the Department of Industrial Policy and Promotion (DIPP) under the initiative so far.

Under the ambit of the aforementioned pillars, the following support was planned and provided. Here's looking at what Startup India set out to do and what has been accomplished so far.

A startup venture could be defined as a new business that is in the initial stages of operation, beginning to grow and is typically financed by an individual or small group of individuals. It is a young entrepreneurial, scalable business model built on technology and innovation wherein the founders develop a product or service for which they foresee demand through disruption of existing or by creating entirely new markets. Startups are nothing but an idea that manifests into a commercial undertaking.



- a) Incorporated for three years or less
- a) At a funding stage of Series B or less(B Series means second round of funding)
- b) An entrepreneurial venture/a partnership or a temporary business organisation
- c) Engages in development, production or distribution of new products/services or processes
- d) Revenue of up to INR 25 cr.
- e) Not formed through splitting or restructuring
- f) Employing 50 people or less

Department of Industrial Policy and Promotion (DIPP) define a startup as an entity incorporated or registered in India with following parameters:

- Established not prior to seven years, (for Biotechnology Startups not prior to ten years)
- With annual turnover not exceeding INR 25Cr in any preceding financial year, and
- Working towards innovation, development or improvement of products or processes or services,
- It is a scalable business model with a high potential of employment generation or wealth creation

It is to be noted that such entity is not formed by splitting up, or reconstruction, of a business already in existence. Also, an entity shall cease to be a startup if its turnover for the previous financial years has exceeded INR 25cr or it has completed 7 years (biotechnology startups 10 years) from the date of incorporation/ registration('Startup India', 2017)

## Government Initiatives

Indian government is serious in promoting entrepreneurship at the startup level and has taken a number of initiatives to ensure appropriate support. In this aspect it is relevant to mention '**Make in India**' campaign introduced in September'14 to attract foreign investments and encourage domestic companies to participate in the manufacturing sector. The government increased the foreign direct investment (FDI) limits for most of the sectors and strengthened intellectual property rights (IPRs) protection to instill confidence in the startups. In order to make the country as number one destination for startups, Government of India (GoI) has introduced a new campaign called '**Standup India**' in 2015 aimed at promoting entrepreneurship among women and to help startups with bank funding. Another commendable and far reaching initiative is '**Digital India**' introduced in 2015 to ensure government services are made available to every citizen through online platform that aims to connect rural areas by developing their digital infrastructure which translates into a huge business opportunity for startups.

## The Startup Scenario in India

It is to be noted that every year more than 800 technology startups are being set up in India. By 2020, it is estimated that around 11,500 tech-startups are going to be established with employment potential of around 250,000 technical people (NASSCOM, 2015). It is admirable to note that India is amongst the top five countries in the world in terms of startups with 10,000+ led by US with 83,000+ comprising 43% tech-based firms with 9% managed by women entrepreneurs. The number of incubators also has crossed 100 in 2014-15 to give boost to the startup saga (Grant Thornton, 2015). Sector wise, the distribution of Indian businesses is:

**Table:1 Break-up of Indian Startup Businesses**

<b>Technology Based</b>	<b>Non-Technology Based</b>
E-Commerce - 33%	Engineering- 17%
B2B - 24%	Construction-13%
Internet - 12%	Agri- products- 11%
Mobile apps - 10%	Textile - 8%
SaaS - 8%	Printing & packaging – 8%
Other – 13%	Transport & logistics- 6%
	Outsourcing & support -5%
	Others-32%

Source: Startups India- An Overview, Grant Thornton, 2015

### **The Startup Ecosystem**

Along with government initiatives, there is a definite movement in startup arena in India due to penetration of IT and internet. Many startups are coming up in service sector including education, legal, retail, insurance and health. With customers becoming aware of the benefits and convenience, the popularity and viability of startups is no more a difficult proposition for an entrepreneur.

A number of venture capitalists and angel investors are aggressive and gung-ho on Indian startups as they see lot of potential with few expected to become unicorns (high valued companies) bringing in good returns. On the contrary, there are examples of few startups that failed and eventually closed their businesses due to various issues and challenges.

India being a large country with over 130Cr population, boasts of high demographic dividends due to large number of young people. According to the latest UN report India with 356 million 10-24 year-olds have the largest concentration of youth population who are going to be the driving force behind innovation and creation with commensurate demand and

consumption of goods and services (Mittal, 2014). India has a unique set of problems due to multicultural and multilingual regions that need innovations to find solutions to health, education, infrastructure, sanitation and for population at the 'bottom-of-the-pyramid' space. Each problem provides a unique opportunity for startups to create a business around it. India's tele-density reached 76.55 percent with a subscriber base of 95.76Cr bringing in convenience and reach to consumer segments including Tier-2 and 3 towns (TRAI,2017).This increased mobile penetration has given a fillip to Indian economy with E-commerce garnering increased share. Further, GoI's digital push is going to improve connectivity and data to higher levels bringing in more software applications to find solutions for day-to-day issues. The reduction in data charges will also help start-ups to tap into new markets and even disrupt traditional businesses.

### **Issues and Challenges of Startups**

A successful start-up cannot start a business just with passion and an idea. A high level of leadership skills with clear understanding of market, excellent communication skills, maturity to see things in right perspective along with the ability to take calculated risks are required on the part of the entrepreneur(Aggarwal,2017). Lack of awareness, multiple clearances, unorganised market, poor infrastructure in Tier 2 /3 cities, lack of mentoring, stringent exit policies, corruption/red tape, technological risk, regulatory obstacles and lack of reforms keeping pace with the fast evolving market changes are some of the challenges as per Rashmi Gupta, Principal (Legal) of Lightbox India Advisors Private Limited.

Some of the major issues and challenges are discussed below:

### **Financial Resources**

Availability of finance is critical for the startups and is always a problem to get sufficient amounts (Mittal, 2014; Truong, 2016). A number of finance options ranging from family members,

friends, loans, grants, angel funding, venture capitalists, crowdfunding etc are available. The requirement starts increasing as the business progresses. Scaling of business requires timely infusion of capital. Proper cash management is critical for the success of the startups (Skok, 2016;Pandita,2017). A recent report paints a gloomy picture with 85% of new company's reportedly underfunded indicating potential failure (Iwasiuk, 2016).

### **Revenue Generation**

Several startups fail due to poor revenue generation as the business grows. As the operations increase, expenses grow with reduced revenues forcing startups to concentrate on the funding aspect, thus, diluting the focus on the fundamentals of business. Hence, revenue generation is critical, warranting efficient management of burn rate which in common parlance is the rate at which startups spend money in the initial stages. The challenge is not to generate enough capital but also to expand and sustain the growth.

### **Team Members**

To find and hire the right kind of talent for the business with skills to match growing customer expectations are one of the biggest challenges (Truong,2016). Apart from founder(s), startups normally start with a team consisting of trusted members with complementary skill sets. Usually, each member is specialized in a specific area of operations. Assembling a good team is the first major requirement, failure to have one sometimes could break the startup (Skok, 2016). According to a survey, 23 percent startups failed because members did not work as a team. Chirag Garg, CEO, HyperDell, feels that **bringing in affordable talent at the right time is a challenge**. As per Nitin Sharma, Principal & Founding member, Lightbox India Advisors Private Limited "Hiring and retaining high quality talent, especially in the areas of

product and technology remains a key challenge” (Choudhary, 2015)



### **Supporting Infrastructure**

There are a number of support mechanisms that play a significant role in the lifecycle of startups which include incubators, science and technology parks, business development centers etc. Lack of access to such support mechanisms increases the risk of failure.

### **Creating Awareness in Markets**

Startups fail due to lack of attention to limitations in the markets. The environment for a startup is usually more difficult than for an established firm due to uniqueness of the product. The situation is more difficult for a new product as the startup has to build everything from scratch.

### **Exceed Customer Expectations**

The next most important challenge is gauging the market need for the product, existing trends, etc. Innovation plays an important role, since, that the startup has to fine-tune the product offerings to suit the market demands (Skok, 2016). Also, the entrepreneur should have thorough domain knowledge to counter competition with appropriate strategies. Due to new technologies that are emerging, the challenge to provide over and above an earlier

innovation is pertinent. Namrata Garg, Director, SendKardo feels that **the biggest challenge is the need to constantly reinvent yourself and come up with a service to be able to match up customer expectations** and exceed them.

### **Tenacity of Founders**

Founders of startups have to be tough when the going gets tough. The journey of starting a venture is fraught with delays, setbacks and problems without adequate solutions. The entrepreneur needs to be persistent, persuasive, and should never give up till he/she achieves desired results. History is replete with startups who gave up the fight when things went wrong. Sometimes the product could be ahead of its time or may require complimentary technology /products for the use by the customers. For example, Apple had to delay introduction of iTunes till the regulations favoured the launch. It is also relevant to quote Steve Jobs who by commenting *“A lot of times, people don't know what they want until you show it to them”* reiterates the fact those products from startups mostly fall in the “new and untried” category where the success rate is minimal.

### **Regulations**

Starting a business requires a number of permissions from government agencies. Although there is a perceptible change, it is still a challenge to register a company. Regulations pertaining to labor laws, intellectual property rights, dispute resolution etc. are rigorous in India which takes about 30 days to comply compared to just 9 days in OECD countries. Also, as per World Bank report, “World Bank Ease of Doing Business”, India ranks 142 out of 189 economies (Mittal,2014).

### **Growth Decelerators**

Some of the agencies which are part of the startup ecosystem themselves can sometimes become hurdles in the growing stages.

As per Sneh Bhavsar, co-founder and CEO, OoWomaniya one of the major issues is **the influence of** incubators, institutes and similar organisations which try to control, manage and be the daddies of the start-ups in the name of helping, mentoring etc (Choudhury,2015).This needs proper coordination among the organizations for mutual benefit.

### **Lack of Mentorship**

Milan Hoogan, Vice President -Sales and Marketing at Erfolg Life Sciences feels that **lack of proper guidance and mentorship** is one of the biggest problems that exist in the Indian startup ecosystem (Choudhury, 2015) . Most of startups have brilliant ideas and/or products, but have little or no industry, business and market experience to get the products to the market. It is a proven example that a brilliant idea works only if executed promptly (Mittal,2014). Lack of adequate mentoring/guidance is the biggest challenge which could bring a potentially good idea to an end.

### **Lack of a Good Branding Strategy**

Absence of an effective branding strategy is another issue that prevents startups from flourishing at a faster pace. Hemant Arora, Business Head-Branded Content, Times Network opines that branding demands paramount attention as it gives an identity and occupies a space in the consumer minds(Choudhury,2015) .

### **Replicating Silicon Valley**

Koushik Shee, Founder and CEO, Effia , feels that Indian startups get influenced by Silicon Valley models which may not succeed in Indian scenario. Lot of tweaking and modifications could be required when transplanted into Indian markets keeping in mind Indian infrastructure in terms of roads, internet, electricity and telecom penetration (Choudhury,2015) .



### **Reasons for Failure**

As regards major reasons for failure of startups, a survey based on analysis of 101 firms showed that 42% failed as the product had no market, 29% firms ran out of cash, 23% did not have the right team, 18% closed due to pricing issues, 17% firms had poor product, 14% failed due to poor marketing and 8% had no investor interest(Griffith,2014). These reasons substantiate most of the issues and challenges that have been enumerated above.

### **Opportunities for Startups**

In spite of challenges and problems that startups are facing, Indian markets provide a plethora of opportunities to find solutions tailored to solve them. Below is a list of few of the opportunities that are discussed for consideration by startups.

### **India's Large Population**

The population of India is a huge asset for the country. By 2020, it is expected that the working age population would surpass the non-working population. This unique demographic advantage will offer a great opportunity to any startup. Various infrastructure issues and the bottom- of- the- pyramid market would provide huge opportunities for the startups.

### **Change of Mind Set of Working Class**

Traditional career paths will be giving way to Indian startup space. Challenging assignments, good compensation packages would attract talented people to startups. Also, it is seen that several high profile executives are quitting their jobs to start or work for startups. To reinforce the trend being seen, a survey conducted by Economic Times also confirmed that the number of students joining startups and e-commerce companies has grown considerably in the recent years (Anand, 2016)

## Huge Investments in Startups

Huge investment in Indian startups from foreign and Indian investors is taking place. In 2015, more than 300 deals were done by 300+ angels and venture capital/ private equity players with around \$6.5-billion (Rs 42,300Cr) investments making India the most sought after destination for investments. Some of the active players are New York-based Tiger Global Management, Russian company- DST Global, Japanese telecom giant Softbank, Kalaari Capital, Sequoia Capital and Accel Partners. More and more are going to join the bandwagon as this is the tipping point in Indian commerce for making good returns by backing potential unicorns.

## Government Initiatives

There are numerous government and semi-governmental initiatives to assist startups.

- **Start-Up India**

This initiative provides three-year tax and compliance breaks intended for cutting government regulations and red tapism.

- **MUDRA Yojna**

Through this scheme, startups get loans from the banks to set up, grow and stabilize their businesses.

- **SETU (Self-Employment and Talent Utilization) Fund**

Government has allotted Rs 1,000 Cr in order to create opportunities for self-employment and new jobs mainly in technology-driven domains.

- **E-Biz Portal**

Government launched e-biz portal that integrates 14 regulatory permissions and licenses at one source to enable

faster clearances and improve the ease of doing business in India.

- **Royalty Tax**

Indian government has reduced the royalty tax paid by businesses and startup firms from 25 per cent to 10 per cent

### **Investments by Big Business Houses**

Big business houses are already investing in startups as they cannot use their infrastructure to concentrate on small outfits like startups which require different skill-sets. Industrialists like Ratan Tata (Ola, Bluestone etc), Azim Premji (DataStax, Mynta etc) and many more are investing in startups giving desired traction and respectability to the segment.

### **Examples of Opportunities for Startups**

*Startups in Indian scenario have a tremendous scope in catering to local and niche markets that could be viable and sustainable with early potential of revenue generation. With small area of operations and right product /service the success rate could be high with possible chance for expansion. The bottom-of-the pyramid space is a potential market for offerings ranging from food, clothing, water and hygienic items. The selection of items would be based on the entrepreneurs' expertise and the area of operation.*

*Given below in Table: 2 is a list of current offerings by startups followed by list in Table: 3 (Low-Tech) and Table:4 (High Tech) of few potential domains.*

**Table-2: List of Current Startups and Area of Operations**

<b>Area of Operation</b>	<b>Startup Firm Name</b>
<i>Online food delivery</i>	<i>FRESHMENU, SWIGGY</i>
<i>Online fish, meat delivery</i>	<i>FRESHTOHOME</i>
<i>Big data analytics for trade</i>	<i>PEELWORKS</i>
<i>Online pharmacy</i>	<i>MYRA</i>
<i>Platform to get local businesses online</i>	<i>NOWFLOATS</i>
<i>Logistics management software</i>	<i>FAREYE</i>
<i>Lifestyle tracking platform</i>	<i>HEALTHIFYME</i>
<i>Payments solutions for credit/debit cards</i>	<i>PINELABS</i>
<i>AI-driven solutions for retailers-</i>	<i>STAQU</i>
<i>Packaged ready-to-cook idli /dosa batter</i>	<i>IDFOODS</i>
<i>Peer-to-peer lending</i>	<i>FAIRCENT</i>

Source: 17 Startups to Watch, TOI, 2017

Other areas with tremendous potential for startups to establish themselves and thrive are listed in Table: 3 and Table: 4 as low-end and high-end ventures with varying degree of investments and resources. These ventures could be solution providers for underdeveloped and developing countries having similar economic profile at a very affordable cost.

### **Conclusions**

The current economic scenario in India is on expansion mode. The Indian government is increasingly showing greater enthusiasm to increase the GDP rate of growth from grass root levels with introduction of liberal policies and initiatives for entrepreneurs like ‘Make in India’, ‘Startup India’, MUDRA etc. ‘Make in India’ is great opportunity for the Indian start-ups. With government going full hog on developing entrepreneurs, it could arrest brain

drain and provide an environment to improve availability of local talent for hiring by startup firms. Small contributions from a number of entrepreneurs would have cascading effect on the economy and employment generation which would complement medium and large industries efforts catapulting India into a fast growing economy. The startup arena has lot of challenges ranging from finance to human resources and from launch to sustaining the growth with tenacity. Being a country with large population, the plethora of opportunities available are many for startups offering products and services ranging from food, retail, and hygiene to solar and IT applications for day to day problems which could be delivered at affordable prices. It is not out of place to mention that some of these startups would become unicorns and may become world renowned businesses by expanding into other developing and underdeveloped countries.

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## **Role of Empanelled Training Institutions (ETI) of the National Service Scheme in Learning and Community Building**

*Avinav Thakur*

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*Sheela Sharma*

**T**he National Service Scheme (NSS) is a central sector scheme of the Ministry of Youth Affairs and Sports, Government of India. It was designed and introduced in 1969 to engage the student youth of college and universities in community service voluntarily. The cardinal principle of the programme is that it is organised by the students themselves and both students and teachers through their combined participation in welfare work, get an opportunity to involve in the task of national development (NSS Manual, 2006). The idea of involving student youth in community service goes back to the times of Mahatma Gandhi. After independence, the Government of India started working on the idea of involving student youth in community service and entrusted the task of designing an appropriate programme for the purpose of various committees and individuals. The report entitled 'National Service for the Youth' by K.G Saiyidain suggested that social service should be open to students as well as non-students for and the Education Commission (1964-66) recommended that students be associated with some form of social service. The recommendations of these committees constituted the ideological base of the NSS.

On September 24, 1969, the then Union Education Minister Dr V.K.R.V. Rao launched the National Service Scheme (NSS) programme in thirty-seven universities with 40,000 student volunteers on an experimental basis. The launching of the scheme on the birth centenary year of Mahatma Gandhi was a glowing tribute to him. At present, around 4 million volunteers are

enrolled in the scheme. The scheme aims at empowering the community, enhancing the knowledge of the volunteers, honing their skills and brining about change in their attitude. As per the assessment conducted by the Tata Institute of Social Sciences (1986-87), an overwhelming majority of volunteers considered the experience acquired from NSS not only helps them to understand and serve the community and provide them with a constructive opportunity for judicious use of leisure time but also a contributing factor in their personality development. It also helped them to understand the community in its totality.

### **Concept and objectives of the NSS**

The NSS aims to involve the student volunteers in community service and in turn enable them to develop their personality. It also aims to give an extension dimension to the higher education system and orient the student youth to community service voluntarily. Inculcating a sense of dignity of labour among them is one of its prime concerns. According to the NSS Manual (2006) some of the objectives of the NSS are:

1. To understand the community in which the volunteers are working.
2. To understand themselves in deference to their community.
3. To identify the requirements and issues of the community and make them involved in solving the issues.
4. To instil a sense of social and civic responsibilities.
5. Application of the know-how in finding a practical solution to individual and community problems.
6. To equip them for group-living and sharing of responsibilities.
7. To hone their skills in mobilising community participation.
8. To enhance leadership attributes and developed a democratic attitude.



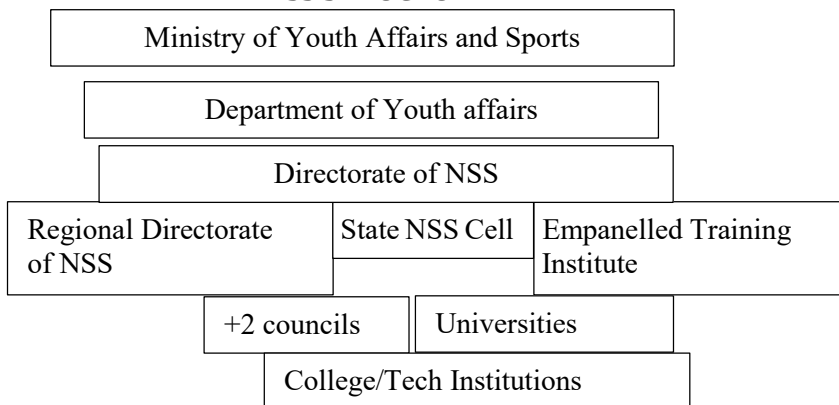
9. To enable them in handling emergencies and natural disasters.
10. To inculcate the passion for national integration and social harmony.

The scheme is implemented through a variety of activities that require the students' understanding of the community and their role in it. The programme subscribes to the functionalist perspective by identifying the student community as an important segment of the society and prepares the students to empathize with people (Sekhar, 2002). Through a set of activities, it enables the student volunteers enrolled in it to identify the felt needs of the community or neighbourhood and nurture social consciousness. The volunteers are provided with opportunities for enhancing their competence for group living, honing skills, developing leadership qualities and practising national integration (ibid). The NSS activities are of two types i) regular activities and ii) special camp (seven days). The regular activities include awareness programmes, cleaning the campus and surroundings, plantation etc. for 120 hours in an academic year. The special camp is organised in the adopted villages or adopted urban community. The activities in the special camp include awareness, plantation, health and hygiene, literacy, family education, creating durable community assets etc.

The NSS programme is implemented by the colleges, universities and plus two institutions. Each institution has one or more units in which one hundred volunteers enrol themselves and each of this unit is headed by a faculty who is consigned as a NSS Programme Officer (PO). Thus the student volunteer, PO and the community are the basic components of the National Service Scheme. The NSS PO, who is a teaching faculty gives the required orientation to the student youth and involves them in community service. They motivate and equip the student volunteers for all the activities to be organised in the community. The interaction of

the community with the student volunteers and the Programme Officer not only enhances the personality of student volunteers but also helps the community in improving their living conditions (NSS Manual, 2006).

### **NSS STRUCTURE**



### **NSS and Youth Development**

According to Pittman(1993), Youth development is an" ongoing growth process in which all the youth are engaged in attempting to meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and to build skills and competencies that allow them to function and contribute in their daily lives". Looking at the Indian context, rural youth are unable to match the urban youth in various developmental aspects, in the same way, the urban youth have an inadequate understanding of the rural youth and social fabric of India. Although with the improvement of communication technology, social media and television the psychological barriers between rural and urban youth are steadily reducing, there is very less scope for the youth to get exposure to the outside world. In addition to this, the education system in India, with its major focus on classroom teaching gives less importance to outdoor

learning. The NSS which constitutes the third dimension of the education system plays a very important role in shaping the personality of the students. The scheme enables the youth to use to knowledge acquired in the classroom to find a solution to the community problems and to prepare themselves for responsible citizenship (Sekhar and Babavali, 2006).

The various activities of the scheme also help the volunteers in honing their skills. Some of the areas of intervention are human rights, literacy, environment, rural reconstruction, the campaign against HIV/AIDS, water conservation, public health, gender issues etc. Universities talk AIDS (UTA) is a comprehensive training programme designed to generate awareness about HIV/AIDS among the NSS functionaries, student volunteers and general youth is one of the most important innovations of the NSS based on peer education model. It was launched in 1992 and proved quite effective in containing the pandemic. The World Health Organization appreciated this initiative as 'innovative educational intervention' (Prakash, 1992).

### **Training of NSS Functionaries**

Training aims to enhance the capabilities of the individual and to meet the current and future manpower needs of the organisation (Manpower Services Commission, 1981), Training imparts knowledge, skills and attitudes necessary to perform job-related tasks. It aims to improve job performance in a direct way (Truelove, 1992). Training makes people more competent and helps in developing a problem-solving attitude (Kumar, 2008). It is a process of improving the knowledge skill and attitude of employees to achieve organizational objectives. It is only through a systematic program of training that necessary professional knowledge is imparted, skills developed and attitudes attuned to work situation (Dubashi, 1983). Ideally, training is best supplemented with practical, hands-on experience (Hughey and Mussnug, 1997). Overman (1994) observes that people forget

what they hear, they remember what they see, but they understand when they do.

The trained key personnel play an important role in the successful execution of any programme (Evaluation Study of NSS in India 2008-09). Thus the success of NSS programmes largely depends on the aptitude and effectiveness of the functionaries involved at different levels. To enable the functionaries to create social impact and to develop an optimistic outlook and holistic approach to understand the philosophy of the scheme, they must be trained meticulously. The most important reason for the POs to be trained is their diverse academic background. The POs as well as the other NSS key officials are college/university/higher secondary level teachers from diverse educational backgrounds and may not necessarily possess the knowledge, requisite orientation, attitude and skills to create the link between knowledge and action. Even the stakeholders of the programme are different from each other in terms of age group, gender, socio-economic status, and religious and cultural background. To deal effectively with this mass of diverse stakeholders the POs need to be equipped with social work techniques and tools and knowledge about behavioural aspects of the society.

The training of the NSS POs not only results in the overall development of the POs but facilitates fruitful interaction among the POs from different academic backgrounds, which in turn may produce a multidisciplinary perspective during training. For ex., the interface between human rights and English literature, medicine and economics, environmental engineering and social work is likely to enrich the theoretical base and functional aspects of the programme. Thus the training sessions and cross-cultural interaction help nurture a linear orientation towards social issues. The NSS training is radically different from academic training. In normal training, knowledge is disseminated and imparted but in NSS training the knowledge and information

imparted are intended to be cast into distinct patterns of community service as well as models of development work. The major functions of the NSS are mobilizing, organising and sensitising the volunteers, the community respectively, which are possible only through effective training.

### **Empanelled Training Institutes (ETI)**

Soon after the establishment of NSS in 1969, the government of India realized the importance of training for NSS functionaries. Keeping this in view, specialized training institutes were established to provide training/orientation and develop a sound understanding of the philosophy of NSS. The first Training Orientation Centre (TOC) was established in the Tata Institute of Social Sciences in the year 1969. The second TOC was established in the Delhi School of Social Work in the year 1970 followed by the third at Madras School of Social Work (An Evaluation Study of NSS in India 2008-09). These three TOCs along with Ramakrishna Mission, Narendrapur were designated as Training Orientation and Research Centres (TORCs). In addition to these four TORCs, eleven Training and Orientation Centres (TOCs) were started across the country. The Training, TORCs besides conducting orientation and refresher courses for the key functionaries, embarked on informed research, evaluation and publications on NSS programmes and various aspects of youth development (Manual, 2006). With a view to train and orient the NSS POs to the philosophy of NSS, TOCs provide the POs with knowledge inputs in the key areas of NSS, impart professional training to them in programme planning, organisation, skill development, project work and developing competencies (Sekhar and Babavali, 2006).

Seven of these centres were administered by schools/university department of Social Work. In addition to this social work educators and teachers were preferred as Programme Coordinators at University level and as Programme Officer at college level owing to their field exposure and training. However,

in the early nineties, other than social science departments and institutes, technical institutions such as IIT Kharagpur, Orissa University of Agriculture and Technology (OUAT) were given TOCs and teachers from diverse educational backgrounds were appointed as Programme Officers. Till 2015, 15 TOCs served as think tanks for the NSS. The TORC's/TOC's were rechristened as Empanelled Training Institutes (ETIs) in 2015 and at present, there are 28 ETI's in the country.

The ETIs are the guiding force behind all the good work of the NSS organization. They evaluate the work performed by the NSS in the field and in different areas related to development. An ETI functions as a clearing house of information and centre of documentation of NSS activities (Manual, 2006). These training centres have been dealing with knowledge dissemination and conversion of knowledge into tangible action in a range of areas. The beneficiaries of the orientation programme belong to different background and so, proper training of the Programme Officers and other key persons implementing the NSS programme is important, so that various sections of the society can give an encouraging response to the organizers of the programme. Further, the NSS programme envisages different projects which require technical knowledge for their implementation.

### **Criteria to establish an ETI**

The ETIs should fulfil the following criteria:

1. The ETI should be a govt. an institution, college, university, affiliated to a university or society.
2. It should have the experience to conduct training on youth development or have considerable experience in youth work.
3. It should be well connected with public transports/railways/airways.
4. It should have full-fledged lodging and boarding facilities.

5. It should have proper training facilities including a well-equipped training hall with analytical tools and aids, library with the literature on community development and youth work and qualified and experienced trainer (the trainer can be a practitioner, bureaucrat or an academician of repute).
6. The ETI also should have sports and recreational facilities.

**According to NSS Manual (2006), the roles and responsibility of Empanelled Training Institutes are:**

- i) Organising orientation courses and refresher courses for programme officers
- ii) providing assistance to universities in the planning and conducting special camping programme
- iii) Developing and providing consultancy services to universities and colleges in different areas of programme, planning, training, supervision, evaluation etc. Such consultancy services may be provided through group discussions, seminars, preparation and supply of subject papers, personal discussions during a visit to universities/colleges, correspondence on specific points etc.
- iv) Undertaking research and evaluation studies of specific NSS programmes
- v) Developing demonstration projects under NSS on the inter-collegiate basis with the object of developing a further experience for the use of universities and colleges
- vi) Acting as a clearinghouse of information on NSS through preparation, publication and circulation of literature on various aspects of the programme; and
- vii) Providing on-the-spot guidance to the universities and colleges in camps etc. through personal visits.

- viii) Preparing study material as per the guidelines of the government and distribute the material to the participants after obtaining consent from the government

### **Objectives of the Orientation Programme of ETI**

The training courses aimed at providing necessary knowledge, skills and attitude required for effective implementation of NSS programmes. According to the NSS Manual (2006), the objectives of the orientation are:

1. Bring a re-orientation in attitude and values of teachers and to prepare them for new roles and responsibilities in the NSS.
2. Enabling the Programme Officers to play the role of an extension worker between the college institution and the community and to function as a catalyst.
3. Equip them with knowledge relating to various functional areas of service.
4. Providing the skills of working with individuals, groups and community.
5. Enabling them with basic skills in planning organisation, supervision, survey, evaluation, administration, communication and resource building for NSS.

### **Orientation Course, Areas of Training and Methodology**

According to NSS Manual (2006), the Training and Orientation Centres (TOC) used to conduct two types of programmes i.e. orientation training programme (OTP) and refresher course. The duration of the OTP was initially 13 days, which during the 1990s was reduced to 10 days out of which 3 days were devoted to community work. After completion of one year of the participation in the OTP, the POs were supposed to attend a five-day refresher course (ibid). The refresher course was meant to review the work done during the year and improvise the methods



and techniques of working with people. In the refresher course, the POs used to share their year-long field experiences, hindrances, and complications while implementing projects in the communities, and also critique the shortcomings of the training in negotiating with development dilemmas. During the second decade of the new millennium, the duration of the OTP was restricted to 7 days including 2 days of practical work in village/ slum/ community. Refresher course is discontinued. The reason behind this is the increasing burden of regular course work and compulsions of syllabus completion. The NSS training is a gigantic learning process which includes the following areas:

<b>Sl. No.</b>	<b>Areas of Training</b>	<b>Sub areas of training</b>
<b>1</b>	History and philosophy of the NSS	<ul style="list-style-type: none"><li>• Historical perspectives</li><li>• Basic components of NSS administration</li><li>• Integration of NSS into the curriculum</li></ul>
<b>2</b>	Youth and society	<ul style="list-style-type: none"><li>• Current issues and social problems</li><li>• Social deviance</li><li>• Challenges of differently-abled persons.</li><li>• Problems of socially/educationally backwards.</li><li>• Rural reconstruction.</li></ul>
<b>3</b>	Programme, planning and implementation	<ul style="list-style-type: none"><li>• Importance of programme planning.</li><li>• Principles and methods</li><li>• Field placements for NSS volunteers</li></ul>

<b>4</b>	Methods and techniques for working with people	<ul style="list-style-type: none"><li>• Working with individuals – skills and techniques.</li><li>• Working with groups and communities.</li></ul>
<b>5</b>	Organization and management of NSS	<ul style="list-style-type: none"><li>• Organization and administration of NSS units</li><li>• Regular Programme under the NSS</li><li>• Camping</li></ul>
<b>6</b>	Supervision	<ul style="list-style-type: none"><li>• Nature and Scope of supervision</li><li>• Methods and tools of supervision</li></ul>
<b>7</b>	Evaluation	<ul style="list-style-type: none"><li>• Significance and need</li><li>• Methods of evaluation</li></ul>
<b>8</b>	Social survey	<ul style="list-style-type: none"><li>• Need for action-oriented surveys</li><li>• Data analysis.</li></ul>
<b>9</b>	Laws and legislation relating to social welfare	<ul style="list-style-type: none"><li>• Local and national laws</li><li>• Laws on care and protection</li><li>• Fundraising regulations.</li></ul>
<b>10</b>	Rural work under NSS	<ul style="list-style-type: none"><li>• Nature of rural society</li><li>• Problems in rural and tribal areas.</li></ul>
<b>11</b>	Family and childcare	<ul style="list-style-type: none"><li>• Family and childcare programmes</li><li>• Prevention and control of communicable diseases</li><li>• Population dynamics and family planning</li><li>• Maternity and childcare</li><li>• Nutrition</li></ul>

<b>12</b>	Afforestation and tree plantation	<ul style="list-style-type: none"><li>• Creation of tree consciousness</li><li>• Prevention of soil erosion</li><li>• Weed control, pest management and rodent control</li></ul>
<b>13</b>	Urban work under NSS	<ul style="list-style-type: none"><li>• NSS work in urban slums</li><li>• NSS programme in welfare institutions</li><li>• NSS programme in primary schools.</li></ul>
<b>14</b>	Preservation and beautification of monuments	One session
<b>15</b>	Non-formal education	One session
<b>16</b>	NSS Practical work	<ul style="list-style-type: none"><li>• Agency visits</li><li>• Supervised fieldwork assignment in a nearby village</li><li>• Supervised fieldwork in an institutional setting</li></ul>

A range of methods such as lecture cum discussion, field visits, case study analysis, group/panel discussions, demonstration and audio-visual methods, field visits, workshops etc. are employed to deliver training inputs, depending on the training needs.

### **Conclusion and Suggestions**

The NSS training enriches not only the perception of the POs but also invigorates the functioning of the extension wings of the universities and educational institutions. During the 1980s the NSS organization buttressed by the inputs from the TOCs aided the universities in expanding the adult and continuing literacy

programmes throughout the country. The TOCs / ETIs are found to have effectively transferred knowledge to the field and translated them into visible action. They developed competencies required by the student volunteers and POs to mobilize and organize the community. An interesting aspect of the NSS training is that the training inputs are put into practice in the field throughout the year and the constant interaction of the PO and the volunteers with the community more often than not resulted in reverse flow of ideas and new insights. Since 1970 at least 100,000 POs must have been trained by the TOCs and later ETIs. They had passed on their learning to student volunteers. The impact of this learning is not measured or quantified; yet it can be interpreted as generation of huge quantity of social capital and its effective translation into development inputs.

During the Orientation Programme, the former NSS Programme Officers can be invited to share their successful field experiences with the trainee POs, which could be motivating and inspiring for them. Emerging areas and developments and themes like social entrepreneurship, menstrual health management, youth sub-cultures, micro- enterprise etc. can be included in the training syllabus. There is a need to revive the TORCs or reintroduce the research component in the ETIs given the fast changing dynamics of community work and youth work in the present times. Evidence based research could enrich the discourse on grass roots development and empowerment of the youth. It would also add rigour to policy formulation. There ought to be a provision for a common platform or convergence mechanism for the Nehru Yuva Kendra Sangathan (NYKS), world's largest non-student youth network and leading NGOs, in the ETIs in order to energise the youth force and the community.

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## Defense Mechanisms and Emotion Control Strategies of the Parents with Differently Able Children

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The present study focuses on the comparative role of Defense Mechanisms and Emotion Control Strategies of the Parents while raising children with disabilities in Kolkata, West Bengal. The conceptual framework of the study was based on Valliant's (1977, 2000) four-level classification of defenses. The Researcher adopted 'Proportional Stratified Random Sampling method' in order to choose sample from the universe (N=400, Fathers= 200, Mothers =200). The Parents were having four types of differently able children i.e Visual Impairment, Intellectual Disability, Hearing Impaired and Autism. The study found that parents showed Mature Defense Mechanism as the most effective strategy with Percent Mean Score (PMS) and SD of (58.92 ± 27.70), followed by Neurotic Defense (52.26±25.46), Psychotic Defense (48.40 ±26.40) and Immature Defense (43.70 ±18.52). Cognitive Reappraisal of the Emotional Regulation Strategies was used greatly by the Parents with differently abled children than Emotional Suppression.

**Key Words:** Defense Mechanism, Emotional Regulation Strategy, Cognitive Reappraisal, Emotional Suppression, Hearing Impairment, Visually Impaired, Intellectual Disability and Autism.

### 1.0: Introduction

As per 2011 census of India, the disabled population of India was 2.68 crore constituting about 2.21% of the total population. With respect to the children, India was having 20.42 lakh differently able children aged between 0 and 6 years. Around 71% of them (14.52 lakh children) are living in rural areas and another 5.9 lakh

disabled children are residing in cities. Of them, 11.04 lakh are male and 9.38 lakh are female children. Unfortunately, 1.49 lakh children are suffering from multiple disabilities. The maximum number of children belong to the category of Hearing Impairment (HI) and Visually Impairment (VI). All age groups put together, there are 47 lakh children with HI and a little more than 41 lakh children with VI in our country. There are more than 5.80 lakh children suffering from other disabilities like Autism and Cerebral Palsy. Uttar Pradesh has the distinction of having maximum number of children with disabilities. Bihar is next on the list with 2.90 lakh children. Maharashtra has 2.17 lakh children with disabilities. In the south, Andhra Pradesh has 1.27 lakh children, followed by Karnataka - 92,853 - Tamil Nadu - 62,538 - and Kerala-26,242. In West Bengal the number of disabled is nearly about 20,17,406.

Parents with differently able children may experience fatigue in family life, low satisfaction in professional and social life and resign in the early phases of career. Many studies opine that Defense Mechanism along with Emotional Control Strategies play a vital role in minimising the stress, anxiety and depression level of the Parents (Viallant 2000; Cramer 2006; Zeigler-Hill and Pratt 2007; Sepidehdam et al. 2012). These Defenses are unconscious psychological mechanisms and are non-voluntaristic in nature. Parents with differently abled children use them to protect themselves from feelings of stress, anxiety or guilt, which arise because they feel threatened, or because their id or superego becomes too demanding. Defense mechanisms in DSM-IV have been reported to protect as an automatic mental process of the parents against anxiety & internal and external factors that are causing stress (Kronstrom 2011). Shiferaw et al. (2015) established that the experienced stress is likely to be exacerbated by lack of emotional control and adopting immature defenses may lead to defensive behaviours. Emotion regulation capacity may



enhance their ego functioning and gets reflected in one's psychological adaptations. It can also help the parents to overcome these difficult situations. It may be mentioned that two types of emotional regulation strategies can be developed. Firstly, cognitive reappraisal and this involves changing how one thinks about a situation to decrease its emotional impact. Secondly, emotional suppression and this involves inhibiting ongoing emotion-expressive behaviour (Lewis 2008, Seiffge-Krenke 2009, Walgast 2011).

### **1.1: Conceptual Framework of the Study**

Defenses are unconscious psychological mechanisms aimed at reducing anxiety and guilt that arises from three different scenarios: (i) When the id impulses are in conflict with each other; (ii) When the id impulses conflict with superego values and beliefs; (iii) When an external threat is posed to the ego.

Sigmund Freud was the initiator of the concept of defense mechanism. Anna Freud, his daughter clarified and conceptualized them. She identified ten different types of defences: denial, displacement, intellectualization, projection, rationalization, reaction formation, regression, repression, sublimation, and suppression. Later researchers have added some more defense mechanisms to the list: compensation (first described by Alfred Adler), dissociation, fantasy, identification, undoing, and withdrawal.

The present study follows the hierarchical views of defences by Vaillant (1977). Vaillant categorizes defenses under the four levels: (i) Level I - Pathological defenses, (ii) Level II - Immature defenses (iii) Level III - Neurotic defenses and (iv) Level IV - Mature defences.

## **1.2: Need and Justification of the study**

The need of this study was to explore the significance of defence mechanisms and emotional regulation strategies in parenting a child afflicted with disability.

Providing justification of this research topic stems solely from the outcome of the literature review. From the review, it is evident that previous studies mostly employed DSQ 40 and DSQ 60 scales to understand the defense mechanisms but it may not adequately explain the phenomenon in Parents with differently abled children in our cultural context.

It may be that adopting a new methodology as well as adding new parameters in the phenomena may highlight the existing problem more accurately and can offer fresh insight which the investigator wants to apply. The Researcher also assumed that the way the problem and its associated concepts were approached and defined in other studies were little bit problematic.

## **1.3: The problem**

The researcher identified two problems from the review of literature as well as from theories of defences and emotional control strategies. Firstly, no scale of defense mechanism was available that can measure the defensive style of the parents with disabled children in our local cultural settings. The prevalent scales of defense mechanism need to include new parameters. Second, comparative role of defense mechanism and emotional control strategies need to be assessed.

## **1.4: Objective of the Study**

(i)To study the Emotional Control Strategies and Self-Reported Defense Mechanisms adopted by the Parents with differently abled children.

## **1.5: Hypothesis**

The following null hypothesis was formulated:

H01. There is no significant relationship between Emotional Control Strategies and self-reported Defense Mechanism among Parents with differently abled children.

## **1.6: Research Methodology**

### **1.6.1: Population and Sample**

The investigators selected greater Kolkata District of West Bengal as the geographical area for the survey. Single Parents and Orphan Children were excluded from the study as they constitute a separate group. The Total population comprised of 826 Parents (Father and Mother). For the purpose of the sample, the investigators adopted 'Proportional Stratified Random Sampling procedure'. The total sample size was restricted to 400 Parents. (Parents with ID/MR children - 36 , Parents with VI Children-HI: 46 , Parents with HI children: 83 , Parents with ASD children :35).

### **1.6.2: Tools used**

To interpret the relationship between Emotional Regulation Strategies and Self-Reported Defense Mechanism among the Parents with differently able children, a self-reported Defence Mechanism Scale was developed by the investigators consisting of 56 questions, 27 items, and four levels of defences. Respondents answered each of the 27 items on a Likert scale with anchors of one (not at all applicable to me) and nine (completely applicable to me). Scores for each defense were calculated by taking the mean of the two items representing the defense. The internal consistency of the affect regulating style (0.72) was deemed fair. Exploratory factor analysis revealed a four factor solution, yet not all items loaded satisfactorily. The four rotated components accounted for 12.48, 24.49, 9.96 and 10.25 percent

of the variance (Total = 57.18 %). Eigen value was established for Factor I (3.74), Factor II (3.60) Factor III (2.99), Factor IV (2.78) and also for Total (13.11). Confirmatory factor analysis was used to find the best empirically and theoretically cogent groupings. Overall factor loadings were similar, ranging from .48 - .71 in our study, and .54 - .78 in Bond's. Reliability for the affect regulating style was considered to be adequate (.72) for research purposes. Criterion validity was established by examining overall defensive functioning and defense style scores between the DSQ: 60, French Version and DMSP sample.

Emotional Regulation Questionnaire (ERQ, Gross, J.J., & John, O.P. (2003).) was also adopted to understand the emotional regulation strategy of the Parents with differently able children. ERQ was a 10-item scale designed to measure respondents' tendency to regulate their emotions in two ways: (1) Cognitive Reappraisal and (2) Expressive Suppression. Respondents answered each item on a 7-point Likert-type scale ranging from 1 (Strongly Disagree). Internal consistency was established by Cronbach's alpha coefficient for the factors of cognitive reappraisal and emotional suppression and these were 0.73 and 0.75 respectively.

### **1.7: Analysis and Interpretation of the Data**

Data was fed, coded, edited and statistically analyzed using Minitab-17 version software. Product moment coefficient correlation along with 'p' value was calculated to draw the correlation between two variables i.e Defence Mechanism and Emotional Regulation Strategies of the Parents with differently abled children.

Referring to Table 1.1, we can see that the total Mean and SD scores for Psychotic Defense Mechanism of the parents with differently able children were 10.67 and 3.04 respectively. Among the four types of Psychotic Defences, Psychotic Denial

(PMS = 58.27) was found to have the highest percentage mean score (PMS), followed by Splitting (PMS = 48.16), Delusional Projection (PMS= 32.24) and Distortion (PMS = 30.12). The total percent scores of Mean and SD for all Psychotic defences were found to be 48.40 and 26.70 respectively.

**Table 1.1: Mean, SD and Percent Score of Psychotic Defence Mechanism of the Parents with Differently Abled Children (Level -1)**

<b>Psychotic</b>	<b>Mean(SD)</b>	<b>Percent Score</b>
1. Psychotic Denial	13.56 ± 3.23	58.27 ± 27.78
2. Delusional Projection	10.50 ± 3.64	32.24 ± 20.05
3. Distortion	9.12 ± 4.86	30.12 ± 24.25
4. Splitting	11.18 ± 3.05	48.16 ± 28.52
Total	10.67± 3.04	48.40 ±26.70

Referring to Table 1.2, we can see that the total Mean and SD scores for Immature Defense mechanism of the Parents with differently able children were 9.15 and 4.20 respectively. With respect to Immature Defense, the study revealed that total percent score of Mean and SD of Immature Defense mechanism in the Parents with differently abled children were 43.70 and 18.52 respectively. Passive Aggression (PMS = 58.02) was found to have the highest percent score of Mean among the Immature defences, followed by Projective Identification (PMS = 48.12), Acting out (PMS = 47.27), Projection and Introjection (PMS = 42.24), Idealization (PMS= 38.16), Schizoid Fantasy (PMS=38.12) and Somatisation (PMS = 28.12).

**Table 1.2: Mean, SD and Percent Score of Immature Defence Mechanism of the Parents with Differently Abled Children (Level -II)**

<b>Immature</b>	<b>Mean(SD)</b>	<b>Percent Score</b>
1. Acting Out	9.56 ± 4.23	47.27 ± 22.78
2. Projection	9.78 ± 4.64	42.24 ± 20.05
3. Schizoid Fantasy	9.12 ± 5.86	38.12 ± 24.25
4. Idealization	10.18 ± 4.35	38.16 ± 28.52
5. Introjection	9.50 ± 5.04	42.24 ± 22.05
6. Projective Identification	8.12 ± 3.06	48.12 ± 27.25
7. Somatisation	7.56 ± 4.20	28.12 ± 17.06
8. Passive Aggression	7.50 ± 4.60	58.02 ± 26.80
<b>Total</b>	<b>9.15 ± 4.20</b>	<b>43.70 ± 18.52</b>

As reflected in Table 1.3, the total Mean and SD scores of the Neurotic Defense of the parents with differently able children were found to be 11.35 and 4.02 respectively. Among the Neurotic Defenses, Displacement was found to have the highest percentage mean score (PMS = 58.50), followed by Disassociation (PMS = 54.65), Upward and Downward Social Comparisons (PMS = 54.27), Reaction Formation & Repression (PMS = 52.56), Rationalisation (PMS = 50.50), Isolation (PMS = 48.10) and lastly Regression (PMS = 45.96). The Total PMS of the Neurotic Defence Mechanism of the Parents with differently able children was found to be 52.26.

**Table 1.3: Mean, SD and Percent Score of Neurotic Defence Mechanism of the Parents with Differently Abled Children (Level-III)**

<b>Neurotic</b>	<b>Mean (SD)</b>	<b>Percent Score</b>
1. Displacement	12.50 ± 4.01	58.50 ± 20.25
2. Dissociation	12.05 ± 3.06	54.65 ± 21.52
3. Intellectualization	7.80 ± 3.06	46.82 ± 18.58
4. Reaction Formation	12.16 ± 4.05	52.56 ± 23.50
5. Repression	9.56 ± 3.56	52.56 ± 22.42
6. Isolation	9.10 ± 4.68	48.10 ± 22.80
7. Rationalisation	9.10 ± 3.61	50.50 ± 20.50

8. Regression	10.26 ± 3.76	45.96 ± 21.56
9. Upward and downward Social Comparisons	11.98 ± 4.56	54.27 ± 22.05
Total	11.35 ± 4.02	52.26± 25.46

Referring to Table 1.4, we can see that the total Mean and SD scores on Mature Defense Mechanism of the Parents were found to be 13.32 and 4.06 respectively. Anticipation (PMS = 65.50) was having the highest percent score of Mean, followed by Suppression (PMS= 64.20), Sublimation (PMS = 49.95), Humour (PMS = 42.80), Altruism (PMS= 39.68). The total percent scores of Mean and SD for Mature Defense Mechanism of the Parents with differently able children were 58.92 and 27.70 respectively.

**Table 1.4: Mean, SD and Percent Score on Mature Defense Mechanism of the Parents with Differently Abled Children (Level-IV)**

Mature	Mean(SD)	Percent Score
1. Altruism	13.05 ± 4.56	39.68 ± 38.50
2. Anticipation	19.21 ± 7.68	65.50 ± 24.02
3. Sublimation	10. 51± 3.06	49.95 ± 28.20
4. Suppression	17.52 ± 6.52	64.20 ± 18.90
5. Humour	10.78 ± 3.08	42.80 ± 28.90
Total	<b>13.32± 4.06</b>	<b>58.92 ± 27.70</b>

Referring to Table 1.5, we can see that Mature Defense Mechanism was found to have maximum percentage Mean score (PMS = 58.92) utilised by the Parents with differently able children, followed by Neurotic Defense (PMS = 52.26), Psychotic Defense (PMS = 48.40) and Immature Defense Mechanism (PMS = 43.70).

**Table 1.5: Comparison among the four Level of Defense Mechanism utilised by the Parents with Differently abled Children**

Level of Defenses	Mean(SD)	Percent Score
1. Psychotic Defense	10.67 ± 3.04	48.40± 26.40
2. Immature Defense	9.15 ± 4.20	43.70 ± 18.52
3. Neurotic Defense	11.35± 4.02	52.26 ± 25.46
4. Mature Defense	13.32 ± 4.06	58.92 ± 27.70

With respect to Emotional Control Strategies of the Parents with differently able children, the study revealed that Cognitive Reappraisal Strategy (PMS ±SD = 64.56 ± 23.80) was having highest percent score rather than Emotional Suppression Strategy (PMS ± SD = 56.70 ± 18.04). So it can be interpreted that Cognitive Reappraisal has been used greatly by the Parents with differently able children rather than Emotional Suppression (See Table 1.6)

**Table 1.6: Mean, SD and Percent Score of Emotional Control Strategies among the Parents with Differently Abled Children (N=400)**

Emotional Control or Regulation Strategies	Mean(SD)	Percent Score
1.Cognitive Reappraisal	31.70 ±6.52	64.56 ± 23.80
2.Emotional Suppression	19.12± 5.65	56.70 ± 18.04
<b>Total</b>	<b>50.82 ± 12.17</b>	<b>60.63 ±20.92</b>

### 1.8: Hypothesis Testing

**H<sub>0</sub> 1. There is no significant relationship between Emotional Control Strategies and self –reported Defense Mechanism among Parents with Differently abled Children.**

Referring to Table 1.7, we can explain the relationship between Defense Mechanisms and Emotional Regulation Strategies of the Parents with Differently Able Children. Pearson Product Moment Coefficient Correlation (r) was calculated to measure the linear association between two variables (Defense Mechanism and



Emotion Regulation Strategies) in interval scale. Level of significance was calculated at 1 %, 0.1 % and 5% .

From the study, it was found that there was a moderate positive relationship between Psychotic Defense ( $r = .456$  ) and the Emotional Suppression Strategy of the Parents with differently able children. It was highly significant at 0.1% level ( $p < .0006$ ). On the other hand, there was also a substantial positive relationship between Immature Defense ( $r = .655$ ) and Emotional Suppression of Emotional Control Strategy of the Parents with differently able children. It was highly significant at 1% level ( $p = < .0005$ ). The sign of the correlation between the Psychotic defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently able children was undetermined. Similarly, the sign of the correlation between the Immature Defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently able children was also undetermined.

The study also revealed that both Neurotic Defence ( $r = .435$ ) and Mature Defense ( $r = .578$ ) made a moderate positive correlation with Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently able children. The relationship between Neurotic Defence and Cognitive Reappraisal of Emotional Control Strategy was highly significant at 0.1% level ( $p < .0009$ ). On the contrary, the relationship between Mature Defence and Cognitive Reappraisal of Emotional Control Strategy was highly significant at 1% level ( $p < 0.003$ ). From the study, it was also found that the sign of the correlation between Neurotic Defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently able children was undetermined. Similarly, the sign of the correlation between Mature Defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently abled children was also undetermined.

With reference to Psychotic Defence Mechanism of the Parents with differently able children, the study revealed that both Psychotic Denial ( $r = 0.556$ ) and Splitting ( $r = .482$ ) made a moderate positive relationship with Emotional Suppression of Emotional Regulation Strategy. The study also found that the Delusional Projection ( $r=0.348, p <.105$ ), and Distortion ( $r=0.360, p <.108$ ) as a Psychotic Defense Mechanism have significantly low positive relationship with Emotional Suppression of Emotional Regulation Strategy for the Parents with differently able children, although their p values indicate that these were not statistically significant at 5% level.

With reference to Immature Defence of the Parents with differently able children, the study revealed that Acting Out ( $r=0.486, p=0.019$ ), and Projection ( $r=0.524, p =0.007$ ) as Immature Defense Mechanism have a moderate positive relationship with the Emotional Suppression of Emotional Control Strategies of the Parents with differently able children. Acting Out was statistically significant at 5% level. On the other hand, Projection was statistically significant at 1% level. Passive Aggression ( $r=0.660, p=0.024$ ) and Somatisation ( $r =0.602, p=0.035$ ) as Immature Defense Mechanism have substantial positive relationship with Emotional Suppression at 5% level of significance. So it can be said that Passive Aggression played the paramount role among the Immature Defense Mechanism in minimizing the emotional problems of the Parents with disabled children. The study also supported the view that Schizoid Fantasy, Idealization, Introjection, and Projective Identification have significantly low positive relationship with the emotional suppression strategy of the Parents with differently able children.

With reference to Neurotic Defence of the Parents with differently able children, the study revealed that both Displacement ( $r = 0.723, p < 0.0002$ ) and Upward and Downward Social Comparisons ( $r = 0.645, p <0.0005$ ) have a substantial positive relationship with

Cognitive Reappraisal of Emotional Regulation Strategies of the Parents with differently able children. Both were statistically highly significant at 0.1% level. On the other hand, Dissociation ( $r = .486, p < 0.058$ ) has a moderate positive correlation with Cognitive Reappraisal at 5% level of significance. Reaction Formation ( $r = .446, p < 0.004$ ) has a moderate positive correlation with Cognitive Reappraisal of the Parents with differently able children at 1% level of significance. Repression, Isolation, Rationalisation etc. were also positively correlated with Cognitive Reappraisal of the Emotional Control Strategies in Parents with differently abled children, although their greater  $p$  values indicate that these were not statistically significant at 0.1%, 1%, or even 5% level of significance.

With reference to Mature Defense Mechanism of the Parents with differently able children, the study revealed that Anticipation ( $r = .712, p \leq 0.004$ ) has a substantial positive relationship with the Cognitive Reappraisal of Emotional Control Strategies of the Parents with differently able children at 1% level of significance. Both Sublimation ( $r = .540, p = .011$ ) and Suppression ( $r = .440, p = .016$ ) have moderate positive relationship with Cognitive Reappraisal of the Emotional Control Strategies in Parents with differently able children at 5% level of significance. Lastly, Humour ( $r = .578, p = 0.048$ ) as Mature Defense Mechanism has a moderate positive correlation with Cognitive Reappraisal Emotional Control Strategy of the Parents with differently able children at 5% level of significance. The study also revealed that Altruism as a Mature Defense Mechanism has a low positive relationship with the cognitive reappraisal strategy and negligible positive relationship with the Emotional Suppression of the Parents with differently able children.

From the above analysis and interpretation, Hypothesis-1 was partly rejected and significant relationship between Emotional

Control Strategies and self-reported Defense Mechanism among Parents with differently able children was established.

**Table 1.7: Relationship between self-reported Defense Mechanism and Emotional Control Strategies among the Parents with Differently able Children (N=400)**

Self-reported Defense Mechanism	Emotional Control Strategies			
	Cognitive Reappraisal		Emotional Suppression	
	r	p	r	p
<b>Psychotic-Defense Mechanism</b>	<b>0.138</b>	<b>0.356</b>	<b>0.456</b>	<b>≤0.0006***</b>
1. Psychotic Denial	0.136	0.230	0.556	0.0008**
2. Delutional Projection	0.046	0.642	0.348	0.105
	0.102	0.265	0.360	0.108
3. Distortion	-0.118	0.456	0.482	0.0004***
4. Splitting				
<b>Immature-Defense Mechanism</b>	<b>0.138</b>	<b>0.265</b>	<b>0.655</b>	<b>≤0.005***</b>
5. Acting Out	0.190	0.413	0.486	0.019**
6. Projection	-0.156	0.234	0.524	0.007**
7. Schizoid Fantasy	0.149	0.546	0.316	0.460
8. Idealization	0.180	0.398	0.386	0.392
9. Introjection	0.112	0.543	0.206	0.151
10. Projective Identification	-0.033	0.668	0.366	0.250
	0.106	0.478	0.602	0.035 **
12. Somatisation	0.128	0.268	0.660	0.024**
13. Passive Aggression				
<b>Neurotic-Defense Mechanism</b>	<b>0.435</b>	<b>≤0.0009**</b>	<b>-0.106</b>	<b>0.350</b>
14. Displacement	0.723	0.0002***	0.184	0.128
14. Dissociation	0.486	0.058*	-0.62	0.324
16. Intellectualization	0.235	0.129	0.212	0.728
17. Reaction Formation	0.446	0.004***	0.196	0.488
18. Repression	0.365	0.368	0.206	0.215

19. Isolation	0.045	0.157	-0.056	0.427
20. Rationalisation	0.235	0.268	-0.042	0.378
21. Regression	0.345	0.245	-0.009	0.578
22. Upward and downward Social Comparisons	0.645	0.0005***	0.290	0.449
<b>Mature Defense Mechanism</b>	<b>0.578</b>	<b>≤0.003**</b>	<b>0.127</b>	<b>0.275</b>
23. Altruism	0.246	0.180	0.137	0.207
24. Anticipation	0.712	0.004***	0.202	0.368
25. Sublimation	0.540	0.011***	-0.124	0.605
26. Suppression	0.440	0.016***	-0.98	0.476
27. Humour	0.578	0.048**	0.148	0.390

**r : Pearson coefficient correlation**

**\*p ≤ .05    \*\* p≤ 0.01    \*\*\*p ≤.001**

### **1.9: Major Findings and Discussion of the results**

The study found that Mature Defense Mechanism having the highest percent Mean score (58.92 ± 27.70) are utilised most by the Parents with Differently Able Children, followed by Neurotic Defense (52.26±25.46), Psychotic Defense (48.40 ±26.40) and Immature Defense Mechanism (43.70 ±18.52). The findings are almost similar to the study conducted by Shehata & Ramadan (2017).

Secondly, the study also established that Cognitive Reappraisal connected with the Emotional Regulation Strategies has been used greatly by the Parents with differently able children rather than Emotional Suppression to minimise their anxiety, stress and depression symptoms.

The relationship between two variables (defense mechanism and emotional control strategies) was established in the study based on statistical significance, and not on practical significance. As revealed in the study, there was a moderate positive

relationship between Psychotic Defense ( $r = .456$ ) and the Emotional Control Strategy of the Parents with differently abled children. It was statistically highly significant at 0.1% level ( $p < .0006$ ).

On the other hand, there was also a substantial positive relationship between Immature Defense ( $r = .655$ ) and Emotional Suppression of Emotional Control Strategy of the Parents with differently abled children. It was statistically highly significant at 1% level ( $p = < 0.005$ ). The sign of the correlation between the Psychotic defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently abled children was undetermined. Similarly, the sign of the correlation between the Immature Defence and Cognitive Reappraisal of Emotional Control Strategy of the Parents with differently abled children was also undetermined.

Viallant (2000) in his cross-sectional studies similarly found that Mature Defenses are correlated with better adaptability and compatibility in life. Sepidehdam et al. (2012) established that the more mature mechanisms people have the less feeling of emotional fatigue. Malone et al. (2013) also have found that emotional disorder is positively correlated with immature defenses and negatively correlated with mature defences and not correlated with neurotic defense styles. As Immature defense mechanism are associated with poor adjustment, it leads to multitude problems among the Parent with differently able children characterised by poor friendship patterns, higher incidence of mental illness, greater number of sick leave days and poor health coupled with personality disorders, depression.

### **1.10: Delimitations of the study**

- (i) Defence Mechanisms are highly unconscious and individual strategy to minimise the anxiety or guilt of the persons. Though reliability and validity of DMS was established, yet

subjective bias may be affect the parameters of the studied scale.

- (ii) Single parents of the differently able children were excluded from the present study.
- (iii) Classification of the disabled children as per their severity was on the basis of the available school records.

### **1.11. Suggestions**

- (i) Parents with differently able children should attain mental health promotion or different kinds of psycho-social intervention programmes in order to support their differently able children through the use of adapted defenses and eliminate the maladaptive ones. Further they need to regulate unwanted feelings objectively taking reality into considerations.
- (ii) To minimise the internal conflicts, Parents with differently able children should be aware about psychological defense mechanisms. In other words, they should be trained properly in order to utilise defences and regulate their emotional regulation strategies.
- (iv) Defense Mechanism test can be used to provide mental occupational profile of the Parents with differently able children.
- (iii) Fruitful discussion on Defense Mechanisms and Emotional Regulation Strategies should be made with the Parents with differently able children in order to sublimate their feelings.

### **1.12: Suggestions for further research**

- (i) Interested Researchers can conduct studies to find out the gender differences (fathers vs mothers) in usage of defense

mechanisms and development of emotional control strategies among the Parents with differently able children.

- (ii) Further research need to be conducted following qualitative approaches viz: Phenomenological Approach, Grounded Theory Approach, and Case Study, so that the problems may be conceptualised in other directions or dimensions.

### **1.13: Conclusion**

Mature Defense Mechanism of the Parents with differently able children is positively correlated to Cognitive Reappraisal of Emotional Regulations. Immature Defense is positively correlated to emotional suppression. Therefore, Emotional Regulation Strategies need to be improved with the help of adapted Mature Defense Mechanisms in order to minimise the stress, anxiety and depression symptoms of the Parents with differently able children.

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#### AIMS

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