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(Santa Misra)
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Publisher
The journal is listed as “Odisha Journal of Social Science” (A peer reviewed Bi-Annual Journal, ISSN 2321 – 3493). This journal will be and is committed to comparative research and articles that speak of cases beyond the traditional concerns of area and single-country studies. It strongly encourages trans-disciplinary analysis of contemporary and historical social change by offering a meeting space for international scholars across social sciences, including anthropology, cultural studies, economics, geography, history, political science, psychology, education, management and sociology. The principal purpose of the journal is to publish scholarly works in the social sciences defined in the classical sense. The research that is published may take a theoretical or speculative model as well as statistical and mathematical. Contributions are welcome from all fields which have relevant and insightful comments to make about the social sciences.

With its benefits of improved affluence, modern technological culture generates complex social problems. Foremost among these are challenges of globalization, environmental sustainability and quality of life in technological cultures. In facing these problems, society can benefit from knowledge produced by humanities, because they are fundamentally issues of human values—of living rightly and well on a finite planet. But problems do not obey disciplinary borders and by nature require interdisciplinary collaboration. Humanities scholars and philosophers in particular need to question received disciplinary training and learn how to communicate, research and teach across and beyond ivory towers. In this task, scholars face epistemological, methodological, institutional and pedagogical challenges. Everywhere people are taught to do things better, interact to influence each other’s behaviour, and are making decisions about tools and technology in use. Behavioural scientists
are interested in how and why of differences in behaviour, between countries, cultures and over time. Some want to discover laws of behaviour that apply throughout the world and all cultures. The older tradition of philosophical and theological inspired social studies followed a discursive and reflective style of research. The approach was “totalistic” and all-encompassing, rejecting empirical and statistical behavioral research. By its very nature, social science study is an interdisciplinary endeavor, drawing on technical material, traditional humanities disciplines, and variety of social science disciplines that evolved during 19th and 20th centuries. Consequently, single course or activity incorporating many social science disciplines requires careful structuring. Maintaining coherence is a genuine challenge in the face of the centrifugal forces inherent in any discussion. In 21st century, social sciences offer equal promise for improving human welfare. The advances that we have made and will be making, especially in understanding human behavior and its very deep origins, will be translated into interventions of diverse sorts that will have a much bigger impact in terms of improving human welfare. This journal is a humble attempt in the above direction.

(Santa Mishra)
Chief Editor
A Study of Family Environment and Mental Health

* Mridula Srivastava  
** Bibha Kumari

Abstract

The present study was conducted on the school teachers to examine the family environment in the perspective of their mental health by administering FES developed by Moos be Moos (1974) and Hindi Adaptation of Joshi & Vyas (1987). The results indicated that the higher groups possess very healthy family environment which is possible only when there is total absence of negative or disturbing elements in that environment. The healthy family environment characterized harmonious emotional climate. This type of psychologically rich environment will be conducive to healthy personality development and individuals will have no adjustment problem any time anywhere. On the other hand, the result of this study also indicated that lower groups of all eight dimensions of family environment have scored high mean value on Conflict and Control dimension of family environment. This is the evidence of presence of disturbing elements in their family environment and they failed to create affiliation with positive environment. Conflict and Control disturbed the harmony of environment.

Introduction

Human growth is an outcome of interaction between genetics and environment. Of course genetics provides initial seed but it is the environment which sets the limit and direction of growth. Environment includes several aspects such as, family, social, economic etc., in which family environment is very crucial for the development of human being. Family environment is the most important institution in children lives.

The family can be understood as a social institution which functions to produce a society and promote Psycho-Social development across the life span (Gecas, 1990; Hess, 1995). The family carries out these functions by transmitting social values and norms and by supporting the next generation development. There are two family functions- social control and individual promotion. These are intertwined. Family members trade obligation and limitations on personal freedom for the support and care of family members. Family support, in turn contributes to the achievement of the individual and the society.

In some respects, each family is unique system that provides its members with a unique environment. However, since families operate within socio-cultural boundaries, certain

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family structures are common within a society or social structure. The society’s dominant family structure inevitably guides the ways that particular families shape individual development. Society relies on families to perform functions that are critical to the survival and development of children. Among these functions are providing physical necessities, like food, clothing and shelter; protecting children from harm and supervising their daily activities, giving affection, praise, and other forms of emotional support; and applying firm but not harsh discipline when it is required (Baumrind, 1971, Horowitz, 1989).

We expect children to form intense irreplaceable bond with their parents, a bond that seems to be critical for normal social development in the human organism (Bowlby, 1969; Rutter, 1981). This bond helps to nurture and shape the child’s developing sense of self; to steer social behavior in to acceptable channels (Erikson, Sroufe & Egeland, 1985); and to motivate accomplishment that will be gratifying to the parents (Bretherton & waters, 1985; Egeland & Farber, 1984). We presume that parents will teach children right from wrong, and respect for the rights to others, by both precept and example. We also expect that family member will pass the tradition and values of the political, cultural and religious communities of which the family is a part.

The family interactions and interpersonal relationships as seen between parents, parent and child, siblings, and any other relative or person living in the house hold. The healthy functioning of these interaction patterns enhances mental health of the individual. Children need a happy and stable family environment and a conductive social network for their overall growth and development. Disagreements and conflict are a necessary part of living closely together. Both love and hate are to be expected in the family life and peers interaction, but it is the way negative emotions are handled that makes a difference to family life and social interactions (Parke and Buriel, 1998).

Parenting has long been recognized as making an important contribution to the development of competencies and problem behavior among children and adolescents. Researches have shown that family dynamics is one of the most important elements affecting healthy child development. Positive family functioning can help mitigate the influence of other factors in child development, such as, family income and family structure (Schaffer, 1998). It has been found that family system and parental behaviors, both are positively related to adolescent wellbeing (Grotevant, 1998; Karavasilis et al., 2003; Kauffman et al., 2000; Miyamoto et al., 2001 Muris et al., 2004; Wolfradt et al., 2002).

Family environment bearing healthy and high quality characteristics affects the development of the child in many ways like ego concept of the child and his/her emotional and social development. Social status of the parents, the residence, relations with the family, the number of siblings and the relation among the siblings determine the characteristics of the family environment. Wiltfang et al (1990) have defined the family environment so that the definitions will cover the characteristics determining the social status of the parents like
educational level, occupational status and professions of the parents as well as the quality of
the residence, working condition of the parents and relation of the siblings. Grolnick et al.
(1994) defined the environment in which the family lives as a setting of learning which has vital
effect on the child. When social status of the parent is high, the quality of the environment in
which the child grows up increases with this increasing quality.

Recent studies investigating parenting in different cultures have pointed to several
important patterns, regarding linkages between parenting strategies and psychosocial outcomes
(Barber et al., 2003). Cultural factorshave been also found to affect adolescent mental health.
Culture through parenting, social norms and beliefs plays an important role in adolescent
behavior (Diaz, 2005). Through an adolescent own experience of familial and cultural norms,
he/she learns how to control culturally acceptable and unacceptable behaviors. In addition,
culture affects parenting strategies, and the development of emotions and self-concept,
which are all key components of adolescents lives. The Majority of recent studies have shown
the significant effects of cultural variations in parenting on stress, psychosomatic symptoms,
self-esteem, adjustment and general wellbeing among adolescent, (Barnez et al, 2000 Bean
et at. 2003; Carlson et al., 2000; Dekovic, 1999; Halloran et at; 2002; Henry, 1994; Sartor
and Youniss, 2002; Turner and Laban, 2002).

The industrialization of past and recent globalization has changed the family structure
gradually. There is a shift from multi-generational family which prevailed in the past, to a
modern nuclear family, usually composed of father, Mother and few children. Recent years
have seen larger numbers of single parent households. Women’s high level educational and
professional achievements and greater financial contribution to the family have changed the
family dynamics. There is a growing tendency due to late marriage and personal ambitions of
modern parents that they make small family. Today many children have no siblings which
raise concern about social development. Concerns about intellectual development may persist
if both parents work as it is increasingly common. Smaller family size also reduces the broader
kinship network. This, in turn, erodes traditional support system. In this changed atmosphere
of family environment and increase in mental health problems, it is assumed that fresh
investigation of family environment may yield some different results from the previous ones
and contribute in the field of knowledge. Thus the present study aims to investigate family
environment in mental health context.

**Objectives of the Study**

1. To study and examine the Family environment of high school teachers in perspective
   of mental health..

2. To study and compare gender difference with regard to family environment..

**Hypotheses**

1. Person with healthy and unhealthy family Environment will differ significantly on family
   environment Sub scales.
2. Both genders will differ significantly on all the Family Environment Sub scales.

**Design of the Study:** The Present study was designed to investigate the family environment of high school teachers in context of their mental health. Independent sample design was adopted by the investigator to conduct this study.

**Sample:** The sample of the present study comprised of 50 male teachers and 50 female teachers randomly selected from four high schools of Muzaffarpur District.

**Tools:** The Family environment scale (FES) developed by Moos be Moos (1974) has been adopted in Hindi language by Joshi & vyas (1987) was used to study the family environment. The original Scale has three forms-Real form, Ideal form and Expectation form. The Hindi adaptation has been done of the Real form which contains thee sub scales and there are 10 dimensions distributed in these scales. There are 8 positive dimensions which indicate healthy affiliation with family environment and two dimensions indicate unhealthy affiliation with the same.

**Results and discussion**

**Hypothesis 1**

Persons with healthy and unhealthy family environment will differ significantly on family environment sub scales.

The total sample was administered the family Environment scale and scores were calculated separately for each sub scale of family environment scale. On the basis of the data obtained on the scale, the subjects were made to constitute higher group and the Lower group in each 8 sub scales, i.e., Cohesion, Independence, Achievement orientation, Active Recreational orientation, Intellectual cultural Orientation, Moral religious Emphasis and Organization. The distribution in higher and lower groups were made on the basis of median point. Above the median point scores constituted the higher group and below median point scores constituted the lower group. These two groups of subjects made for all the 8 sub scales of family environment were compared for their scores obtained on conflict and control sub scale of family environment.

The t-ratios are calculated between higher and lower groups of each 8 dimension i.e. Cohesion, Expressiveness, and Independence, Achievement orientation, Intellectual cultural orientation, Active recreational orientation, Moral religious emphasis and Organisation which are 1.93, 2.24, 2.16, 1.86, 3.31, 2.53, 2.33 and 8.01 respectively on conflict dimension (Table 1 A). All t-ratios are significant at .01 levels except two of them are significant at .05 level. On Control dimension too, all the higher and lower groups of eight dimensions differ significantly at .01 levels (Table 1 B).

It is obvious from the statistical analysis that on both Conflict and Control dimensions, the higher group in all the eight dimensions of family environment has scored low means and
lower groups has scored higher mean values. All the means of higher and lower groups are significant at .01 levels except on conflict, two dimensions-cohesion and achievement orientations are significant at .05 levels.

Thus result indicated that the higher groups possesses very healthy family environment which is possible only when there is total absence of negative or disturbing elements in that environment. The all eight dimensions of family environment, Cohesion, Expressiveness Independence Achievement orientation, Intellectual culture organization, Active recreational organizational orientation, Moral religious emphasis and organization are growth oriented and also strengthen interpersonal relationships. The healthy family environment characterized harmonious emotional climate. This type of psychologically rich environment will be conducive to healthy personality development and individuals will have no adjustment problem any time anywhere.

On the other hand result of this study also shows that lower groups of all eight dimensions of family environment have scored high means on Conflict and Control dimension of family environment. This is the evidence of presence of disturbing elements in their family environment and they failed to create affiliation with positive environment. Conflict and Control disturbed the harmony of environment. Conflicting and rigid environment lead to disturbing inter-relation. The members of such environment lack tolerance and adjustment. Such atmosphere of the family can only generate negative and unhealthy mental health. Thus the Hypothesis 1 is verified.

**Table 1A**: Significance of difference between the Mean Conflict scores of higher and lower groups of 8 healthy dimensions of family environment.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Higher group</th>
<th>Lower group</th>
<th>C R</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean  SD</td>
<td>Mean  SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohesion</td>
<td>22.86 11.68</td>
<td>27.61 12.98</td>
<td>1.93</td>
<td>.05</td>
</tr>
<tr>
<td>Expressiveness</td>
<td>21.56 8.85</td>
<td>25.69 9.69</td>
<td>2.24</td>
<td>.01</td>
</tr>
<tr>
<td>Independence</td>
<td>18.62 6.78</td>
<td>21.78 7.98</td>
<td>2.16</td>
<td>.01</td>
</tr>
<tr>
<td>Achievement orientation</td>
<td>20.68 10.69</td>
<td>24.98 11.79</td>
<td>1.86</td>
<td>.05</td>
</tr>
<tr>
<td>Intellectual culture organisation</td>
<td>21.73 11.98</td>
<td>27.43 12.78</td>
<td>2.31</td>
<td>.01</td>
</tr>
<tr>
<td>Active recreational orientation</td>
<td>17.98 4.72</td>
<td>23.16 5.98</td>
<td>2.53</td>
<td>.01</td>
</tr>
<tr>
<td>Moral-religious emphasis organisation</td>
<td>23.73 10.73</td>
<td>28.83 11.46</td>
<td>2.33</td>
<td>.01</td>
</tr>
<tr>
<td>organisation</td>
<td>22.93 7.71</td>
<td>27.93 8.01</td>
<td>8.01</td>
<td>.01</td>
</tr>
</tbody>
</table>
Table 1B: significance of difference between the mean control of higher and lower groups and healthy dimension of family environment.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Higher group</th>
<th>Lower group</th>
<th>C R</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Cohesion</td>
<td>25.63</td>
<td>6.83</td>
<td>30.56</td>
<td>7.73</td>
</tr>
<tr>
<td>Expressiveness</td>
<td>21.78</td>
<td>8.79</td>
<td>28.23</td>
<td>9.69</td>
</tr>
<tr>
<td>Independence</td>
<td>18.79</td>
<td>9.99</td>
<td>28.93</td>
<td>8.17</td>
</tr>
<tr>
<td>Achievement orientation</td>
<td>18.93</td>
<td>9.15</td>
<td>26.79</td>
<td>10.13</td>
</tr>
<tr>
<td>Intellectual culture organisation</td>
<td>20.96</td>
<td>7.71</td>
<td>27.63</td>
<td>8.93</td>
</tr>
<tr>
<td>Active recreational organizational orientation</td>
<td>20.98</td>
<td>9.68</td>
<td>29.73</td>
<td>10.78</td>
</tr>
<tr>
<td>Moral-religious emphasis</td>
<td>26.78</td>
<td>5.93</td>
<td>31.78</td>
<td>6.73</td>
</tr>
<tr>
<td>Organization</td>
<td>22.38</td>
<td>10.74</td>
<td>29.79</td>
<td>11.78</td>
</tr>
</tbody>
</table>

Hypothesis 2:

There would be significant effect of gender on all dimensions of family environment.

To test this hypothesis, scores obtained by male and female high school teachers on all dimension of family environment scale such as Cohesion, Expressiveness, Conflict, Independence, Achievement orientation, Intellectual culture organization, Active recreational orientation, Moral-religious emphasis, Organization and Control were arranged separately according to gender and Means and SDs were calculated. In order to test the significance of difference between the means of both genders, Critical ratios were calculated for all ten dimensions of family environment scale.
Table 2: Shows the significance of difference between mean scores of male and female on FES dimensions.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Male</th>
<th>Female</th>
<th>CR</th>
<th>Level of significance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Cohesion</td>
<td>24.45</td>
<td>5.29</td>
<td>24.24</td>
<td>4.18</td>
</tr>
<tr>
<td>Expressiveness</td>
<td>24.73</td>
<td>5.25</td>
<td>23.51</td>
<td>4.36</td>
</tr>
<tr>
<td>Conflict</td>
<td>25.58</td>
<td>5.63</td>
<td>23.84</td>
<td>4.88</td>
</tr>
<tr>
<td>Independence</td>
<td>21.65</td>
<td>5.24</td>
<td>20.71</td>
<td>4.34</td>
</tr>
<tr>
<td>Achievement orientation</td>
<td>18.98</td>
<td>4.18</td>
<td>17.85</td>
<td>3.33</td>
</tr>
<tr>
<td>Intellectual cultural orientation</td>
<td>24.27</td>
<td>4.86</td>
<td>25.42</td>
<td>4.68</td>
</tr>
<tr>
<td>Active recreational orientation</td>
<td>24.15</td>
<td>4.71</td>
<td>24.09</td>
<td>5.09</td>
</tr>
<tr>
<td>Moral religious emphasis</td>
<td>25.15</td>
<td>4.22</td>
<td>24.27</td>
<td>6.22</td>
</tr>
<tr>
<td>Organisation</td>
<td>21.79</td>
<td>5.14</td>
<td>20.57</td>
<td>4.42</td>
</tr>
<tr>
<td>Control</td>
<td>18.59</td>
<td>4.07</td>
<td>18.24</td>
<td>3.55</td>
</tr>
</tbody>
</table>

The t-Ratios between male and female teachers with regard to different dimensions of family environment i.e. Cohesion, Expressiveness, Independence, Intellectual cultural Organisation, Active recreational orientation, moral religious emphasis, Organisation and Control are insignificant. (Table 2). Only on conflict and achievement orientation dimensions the difference of means of both male and female groups’ stands significant at .05 levels.

The significant difference between male and female high school teachers on conflict and achievement orientation dimensions exhibit that the family environment which male group possess has conflicting characteristics and it is indicative of negative mental health. On the other hand achievement orientation emphases on academic and competitive concerns in which different type of activities are cast into an achievement orientation or competitive framework. Generally it is supposed that males have to work in outer world and will have to face much type of odds. So they are exposed to such environment which encourage and equip to meet challenges in life.

Thus the hypothesis 2 that there will be significant effect of gender on all dimensions of family environment is not verified except on two dimensions, conflict and achievement orientation.
References:


The FEMA and CERT:
Training, Guidance and Managements
An Analysis on Cross - Cultural Perspectives

* Ryo Takahashi
** Rachael D. Anderson
*** Stephen Coover
**** Kihei Kikuch
***** Alan D. Scott
****** Raquel R. Smith

“We are better prepared today than we were yesterday, and we will be better prepared for tomorrow than we are today.” Michael Leavitt, Secretary of Health and Human Services (2005).

Abstract
This paper introduce the Federal Emergency Management Agency (FEMA) Community Emergency Response Team (CERT) programme for disaster management. CERT was developed to meet the complex needs of the United States in the late 1900s and informs ongoing development of community-based disaster response programs around the world. It focuses on: the concept and historical background of CERT; Professional aspect as fire fighters towards CERT training program and needs; the importance of CERT for teachers and students, and Community networking through CERT training program and Family preparedness. It includes the development, effectiveness, and adaptation of CERT programmes to new contexts. Its development was completed by researching the best community-based disaster response programs.
programmes into other contexts such as family, home environment, educational settings is also discussed. The roadmap to implement effective programs from a grassroots level is presented. Several aspects of the process such as identifying needs, establishing community partnerships, obtaining permits, creating awareness and identifying resources are discussed as well as how to design an effective program to fit to unique culture. Especially elaborated is the **KIGATSUKU SOUL**—“an inner spirit to act without being told what to do.” SOUL can be explained as **See, Observe, Understand, and Listen** to learn. That is considered as a central philosophy of disaster management.

**Key words:** FEMA, CERT, Disaster Management

**Introduction**

There is now a requirement of multisystem analysis and response by the counseling psychologists, social scientists and scientist-practitioner for evidence-based approaches and values-based applications in multicultural and vocational counseling to meet the different kinds of disaster management (such as hurricane, tsunami, cyclone, earthquake accidents, etc) from which the need for the contribution of disaster management arose. Similarly, Japan has a long history of disaster earthquakes followed by the Tsunami which have caused the loss of so many lives accompanied by unaccountable great damage along the Pacific Sea Coast of Tohoku, Honsyu Island. The Great East Japan earthquake, tsunami and unfortunate atomic energy site collapse on March 11, 2011, suddenly became a challenge for the Japanese, all over the country. It created a big change of perception of natural disasters and its emergency management—especially for those who are engaged in the welfare and safety management assignment fields. How should emergency management prepare for disasters? Since disaster may happen at any time anywhere and without any forecasting or presumptive notice, the idea and necessity of natural disaster risk management must be considered at the top level of each nation’s government. Since the remote historical period in Japan, consensus on emergency management has included all Japanese—children through the aged, from the standpoints of education to the health and welfare governance, as well as the fields of business and industry—on a united scope. This is undeniably true. Now the future of emergency management must be considered with what has done before, even the memory of the Great Hansin Earthquake on January 17 in 1995 and the Great Kanto Earthquake on September 1st in 1923. While analyzing the community Emergency Response Team (CERT) programmes and its development, effectiveness, and adaptation to new context, the name of Dr. Alan D. Scott came to mind, who presented the background of the community Emergency Response Team (CERT) programmes (Scott 2014). The conference presented the model of the CERT programme as now practiced in the United States. When catastrophic disaster strikes, everyone must work together. The community cannot wait for the government to meet all needs. Citizens must prepare their families and be trained to extend the capacity of expertly trained responders. Other presentations included: the importance of CERT programs to the expertly
trained responders (Coover 2014), how CERT programs and networking is developed in the community (Anderson 2014), and how CERT is applied with teachers and youth (Smith 2014).

The instructor seminar that followed provided detailed information on CERT organization and training, how a CERT programme is managed in a local community in the USA. Most importantly, the seminar focused on how to begin the process of taking the concepts of the CERT programme in the US and making it available program adapted to Japanese culture, life, and laws. The instructors humbly shared these ideas with their Japanese friends so everyone may be better prepared for disasters of any kind (Scott, et al 2014).

**Development of the CERT Program**

Development of a program rarely occurs in a vacuum or moves along a simple straight line. Rather, like learning a language, a program develops through repeated cycles of experience. We make discoveries as things arise. We make connections between what is new and what we already know (Carroll 2012). So is the development of the Community Emergency Response Team (CERT) program.¹ The popular history of CERT begins in 1985. Credit is given to the Los Angeles City Fire Department (LAFD) for the development of the CERT concept and its implementation (Federal Emergency Management Agency [FEMA] 2014). Properly, the idea to involve community volunteers to assist in times of disaster developed long ago. Community partnerships for disaster management have been a part of Japanese culture for millennia and are celebrated today. When Japanese carpenters began building structures of wood (300s BCE), the products of their craft were found to be relatively resistant to earthquakes, but very vulnerable to fire. Carpenters and community members formed an inseparable bond. The community depended on the carpenters for buildings, and the carpenters depended on the community to protect their work (Kuwabara 2013). The Shobodan (voluntary firefighters) stepped forward in the Heian era (700s CE) to provide fire protection for the royal palace. They later organized during the Edo era (1600s CE). Their importance was recognized, and they were incorporated into the government during the Meiji era (1800s CE) (Choi, et al 2004).² These are all celebrated in the Dezomeshiki (New Year Firefighter Festival), which includes firefighters dressed from the Edo era singing the Kiyari (ritual work song of carpenters) (Kuwabara 2013; Japan National Trade Organization 2014). Modern Japanese firefighters, medical technicians, and rescue teams are highly trained and prepared for any disaster. They have trained many single-purpose volunteer groups to assist them (fire suppression, light search and rescue operations, medical care, or evacuation). The Japanese reader knows first-hand the great spirit of volunteerism for disaster management in their own community. Together, Japanese government and community prepare

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¹ FEMA provides much information on the CERT programme. As of 24 May, it is available from http://www.fema.gov/community-emergency-response-teams.

² Hideo Ohbuchi (2010) offered an investigation of the role of the Shobo-gumi (fire brigade) in the formation and development of a rural Japanese community from the Meiji era through World War II.
for disasters—especially catastrophic earthquakes and tsunamis. A delegation of city officials from Los Angeles visited Japan in February 1985 to learn how Japanese earthquake preparedness could be applied to better prepare their own city. They studied earthquake preparedness plans and observed a community-based disaster exercise in Tokyo (Borden and Lee 2002; Lucier 1999; Los Angeles Fire Department [LAFD] 2014). Members of the LAFD saw the need to provide citizens with some basic training in survival and rescue skills to better enable them to survive and safely assist their neighbors until professional rescuers could arrive (FEMA 2011b, Introduction). They were very impressed with what they saw in Japan. Returning home with lessons learned, they had the idea to create a community-based emergency preparedness program (Lucier 1999; MySafe:LA 2014).

Mexico City was hit with a magnitude 8.1 earthquake a few months later, leaving over 10,000 dead and up to 40,000 injured. Many spontaneous untrained volunteers crawled into collapsed structures to search for survivors. They are credited with bringing more than 800 victims from the rubble alive. However, more than 100 of these untrained volunteers were killed over the 15 day period.³ The City of Los Angeles sent a team to Mexico City to investigate. Returning home, they saw that a plan to train citizen volunteers to help themselves and others until professional responders arrived was an essential part of the overall emergency management plan (LAFD 2014). The LAFD developed a pilot program in early 1986 to provide additional training to an established neighborhood watch program. Thirty volunteers were trained in multi-response roles of fire suppression, disaster medical operations, and light search and rescue. This was shown to be an effective concept through a series of demonstrations, drills, and exercises. However, the concept was not implemented, as the city had limited funds. A year later, the city learned a hard lesson for this decision. They would then reverse their decision and make funds available (LAFD, 2014). Following the model of the LAFD CERT program, the SFFD worked with the community to form the city’s Neighborhood Emergency Response Team (NERT) program (Lucier 1999). Other communities adapted the CERT model for earthquake response in their own particular communities, including the City of Portland, OR and the State of Utah. The CERT model was further adapted for hurricane response in Orlando, FL. The CERT model was also shown to be applicable to other hazards facing other communities as well (FEMA 2011a, unit 1 page 19). In 1993, Federal Emergency Management Agency (FEMA) decided to make the CERT concept and program available nationwide. In cooperation with the LAFD, FEMA’s Emergency Management Institute (EMI) and the National Fire Academy (NFA) expanded the CERT materials to make them applicable to all hazards. The new FEMA standard

³Following the 1985 Mexico City earthquake, the Civil Protection Committee was formed. Affiliated with the Committee was the “Brigada de Topos de Tlatelolco,” formed from those spontaneous volunteers who searched the rubble for survivors. At first a group of self-trained volunteers, they evolved into a highly trained search and rescue team that now responds internationally. This is but another example of the cyclic nature of lessons learned and ongoing development of community emergency response teams (Wikipedia 2014).
CERT curriculum was adopted nationwide in 1994. The training included classroom instruction and hands-on skills training in fire suppression, disaster medical operations, light search and rescue, team organization, and disaster psychology. The materials cover all hazards so the training can be adapted to the local hazards facing a particular community. To support the establishment of CERT programs across the nation, FEMA began offering the CERT Train-the-Trainer (instructor training) course at EMI in 1994. The original 1994 curriculum was updated in 2003 and again in 2011. The 2011 update included the introduction of the new CERT Program Manager course. Both the Train-the-Trainer and Program Manager courses are offered at EMI each year.4

Effectiveness of the CERT Program

The threat of catastrophic disaster is not the time for a mindset of “build it and it will work” (from the movie Field of Dreams). When lives and property are at risk, both government and community want evidence that a program will be effective. Although there are no absolute guarantees when disaster strikes, effective plans are prudent to bring the greatest good for the greatest number of people. It is therefore important to present evidence of the effectiveness of the US model for the CCERT program. This will enable others to evaluate how these principles may apply in their own unique contexts. There is no scientific laboratory to research the effectiveness of a CERT program in a disaster environment. Other ways of looking back after the disaster provide such insights. The US model for the CERT program goes beyond disaster response. It also includes disaster preparedness education. These aspects of the CERT program are extremely important—they serve to mitigate the impact of disasters. The following demonstrate the effectiveness of the CERT program both in disaster and non-disaster times. The first test of the Los Angeles CERT program came at the 1994 Northridge earthquake.5 Over 1,000 CERT volunteers responded. A survey of 324 members revealed the following accomplishments. They managed and directed over 1,000 spontaneous untrained volunteers, conducted 203 searches and 17 rescues, provided medical care to 57 injured, transported 11 to hospitals, suppressed 5 fires, and controlled 156 utility problems (Borden and Lee 2002). All of these greatly extended the capacity of the LAFD and other professional responders. Beyond the value of assisting in disasters, the CERT program includes disaster education. CERT volunteers learn of the hazards in their homes and the kinds of disaster that could strike their communities. They take actions to reduce/eliminate home hazards and prepare themselves and their families for disasters. This training and these actions will reduce the risk of their injury, death, and property loss. These trained CERT volunteers then offer disaster education in their community. How can this demonstrate the effectiveness of community disaster education? One could compare the safe outcome of informed spontaneous rescuers in the 1995 Kobe earthquake to the tragic loss of life among

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5 The magnitude 6.7 quake occurred at 0431 while most residents were asleep in their homes.
untrained spontaneous rescuer’s in the 1985 Mexico city earthquake (Borden and Lee 2002). The spread of the CERT program throughout the US also suggests that the program is judged to be a valuable addition to overall community preparedness efforts. Each of the 50 states has a state level CERT coordinator to support their local programs. The CERT National Newsletter highlights CERT team responses to emergencies, community outreach programs, and new ideas for how CERT can be a part of community preparedness. Each CERT program is free to go beyond the established FEMA curriculum and provide additional education and training for their CERT program. These are often done to meet the needs of how a CERT program is involved in their particular community. These supplemental trainings are often shared with other CERT programs. FEMA has recognized the value of these, and now makes some available along with other CERT training materials. A few specific examples of the perceived value to city officials conclude this section on the effectiveness of the CERT program. It was mentioned previously that city leaders in Los Angeles regretted not funding the CERT program in 1986. Seeing how CERT could benefit their community, they made funding available following the 1987 Whittier Narrows earthquake. That lesson, and the honorable performance of CERT during the 1994 Northridge earthquake was not forgotten by the next generation of city leaders. They gave special recognition to their CERT program on the 20th anniversary of the Northridge earthquake (Smith and Orlov 2014). Unfortunately, not all take advantage of the value of CERT. In a research study at the National Fire Academy, it was found that the attitudes of firefighters could negatively impact how a CERT program could be utilized (Teolis 2011). At the same time, one police officer changed his attitude toward CERT. Before a campus active shooter exercise, he did not want campus CERT volunteers to participate, because he did not understand their training and effectiveness. Once he saw them demonstrate their life-saving skills once the shooter was stopped, the officer told them he expected to see them when something happened on campus (Scott 2009).

**Adaptation of the CERT Program to New Contexts**

One core principle of CERT is: “There is a place for everyone in CERT.” This has led to many adaptations of the CERT program in the multicultural contexts of the US. Materials are adapted for high schools, college campuses, and businesses. FEMA provides training materials in Spanish, Braille and “Low Vision” format. One local CERT program translated the materials into Arabic for use in their community. CERT has even spread to the diverse cultures and unique contexts in three US territories: Puerto Rico, Guam, and the Northern Mariana Islands. The concept for the CERT program has also spread internationally. The Los Angeles CERT program reports CERT programs in six foreign countries: Canada, the British Virgin Islands, Haiti, the Philippines, Brazil, Turkey, Pakistan, New Zeland, and Georgia (Eurasia) (LAFD 2014). The CERT National Program Office reported that CERT training

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6 As of 24 May 2014, the archive of National CERT Newsletters is available from http://www.fema.gov/community-emergency-response-teams.

7 There are also unverified reports that private for-profit companies have begun offering CERT training outside the US.
was offered in Haiti in 2004. The training was adapted to the unique situations facing Haitian citizens in both cities and mountainous rural areas with limited transportation. The locally adapted Haitian CERT program proved itself in the aftermath of the 2010 Haiti earthquake (magnitude 7.0). In Léogâne, a city of 120,000 at the epicenter, fourteen CERT volunteers and one local doctor were the only responders. They worked tirelessly until international help arrived five days later (CERT National Program Office 2010). A further unique adaptation of the CERT program occurred six months later. New York City CERT sent a special team to Haiti to train survivors living in refugee camps how to form their own emergency response teams (CERT National Program Office 2011). Finally, one must be watchful when adapting the CERT program model to a new context. Parts of the CERT program must be considered in light of legal, cultural, and/or religious requirements. For example, within many cultures, there are rules regarding touching another person. How will a CERT volunteer work within those cultural rules while providing lifesaving medical care in a disaster environment? Consulting first responders may provide guidance, as they may have already addressed such issues. Laws and government policy may place requirements on the way a CERT program organizes and operates. Working in partnership with government officials, community leaders, and first responders will provide the most favorable environment for successful adaptation of the CERT program to a new context. The CERT programmes in our communities enable us to say: “We are better prepared today than we were yesterday, and we will be better prepared tomorrow than we are today.”

Community-based response teams that assist in disaster situations are aware that there are two groups of people in a disaster that must be taken care of, i.e., those affected by the disaster and those responding to the disaster. Both groups need food and water, a place to rest, medical attention, and psychological support. The support of both groups takes a large group of people. While there are organizations which are well equipped to assist with these tasks, there will still be a need for additional resources.

The Community Based Response Team asset in Disaster Situations

The following presentation was given by Battalion Chief Stephen Coover with the Bloomington Fire Department in South Central Indiana. According to the Annual Disaster Statistical Review, between 2000 and 2008, there were 392 natural disasters around the world each year, on average. Asia is the most affected continent with 40% of all natural disasters occurred there. Every year, natural disasters’ victims amount to 230.8 million people. Most often, emergency services is staffed with an optimal level of personnel to mitigate the daily emergencies in a community. However, when a disaster strikes these resources are

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8 A CERT training class had completed in Léogâne only a short time before the earthquake happened. Had these citizen volunteers not been trained in CERT, one can only imagine how the one local doctor may have managed alone.

9 Michael Leavitt, Secretary of Health and Human Services, used these words in 2005 when an H5N1 flu pandemic loomed (US Department of Health and Human Services 2005, 1).
over tasked. Additionally, the normal operations of emergency services are hindered due to the damage of the infrastructure caused by the disaster. Communications, roadways, water supply, all can be effected by the disaster and create a compounding problem for the community. In times like these where operations of emergency services becomes over tasked yet still expected to provide services for its citizens. Additionally, since they are seen as the direct link to the government all problems may be reported to them with an expectation of a quick solution. Often within a disaster there are various levels of being affected. Those who can call for help most often are not the ones who need the most immediate assistance. The problem lies in the area where the people are unable to call for assistance. These are usually the ones who have been the most impacted. There is no communication; there is the potential for mass-casualties as well as the worst injuries as well as loss of life. These are the people in the most need of assistance, however, no one may know of the situation. Community Based Response Teams provide one of the most important aspects to a disaster situation, personnel. The more important aspect is they are trained personnel. This allows for: Scene size up, triage, initial medical and rescue assistance. The important aspect of this situation is the trained personnel will not put themselves into a situation that will make them a victim. Just as important, a pre-determined mode of communication can assist with the deployment of emergency services as well as specialized technical rescue teams to assist citizens in the most efficient manner. But that is just one aspect of the use of the members of a Community Based Response Team. Due to the increasing ability to communicate instantaneously, information can be overwhelming. In order to attempt to locate people who are missing during a disaster Community Based Response Teams who are not in the immediately affected area may be called upon to provide personnel in call centers. They could be utilized wit in the Emergency Operations Center as scribes. (People who document events and notes for command officers) There are many other manpower intensive activities that need trained and trusted people. There are two groups of people in a disaster that must be taken care of: Those affected by the disaster and those responding to the disaster. Both groups need food and water, a place to rest, medical attention, and psychological support. The support of both groups again takes a large group of people. While there are organizations which are well equipped to assist with these tasks, there will still be a need for additional resources. Consider a disaster in your community. What can you identify as a hazard or disaster waiting to happen? Could it be a flood or an earthquake? How about the potential for a manmade disaster like terrorism? Have you prepared you and your family in the event of one of these events? Imagine if everyone was prepared to be self-sufficient for 3 days in the event of a disaster? If the infrastructure was damaged, but you and your family, neighbors, and friends could not rely on the assistance from anyone for 3 days, do you think this would be an asset to the emergency agencies? Now, imagine, after you were able to make sure you and your family were safe, you could go out and assist your neighbors. If they were in need of basic first aid or worse, they needed immediate help. You are part of the solution. Even in this time of electronic instantaneous information and advertisement, the best lessons are learned from person to person. Training someone in their community will give them the
ability to discuss these things with their friends and neighbors and potentially lead to the ability to create a group of people who are prepared? What effect does that potentially have on emergency services? Managing the priorities of the incident becomes easier for the Incident Commander and staff. Preparing for the disaster is important, however what about the importance of identifying and preventing the disaster. This can be demonstrated in two ways. How safe is everything in your home? Is it fire safe? Is it injury safe? What can be done to make where we live as safe as possible? How about crimes and acts of terrorism? Are you prepared to report someone who seems to be acting inappropriately? If you suspect someone of potentially committing a violent act would you report it or would you need them to do something aggressive first? Those who are trained in Community Based Response Teams should understand that stopping the incident from occurring is much more effective as a life safety measure than any response would ever hope to be. So we have trained to become effective Community Based Response Teams, we recognize the importance of prevention, self-sufficiency and being an asset to the community. But there needs to be an interactive training with the emergency response personnel. When there is a disaster, it is not the time to have introductions. If the emergency response teams cannot trust your judgment, your effectiveness and the efficiency of the operation decreases and therefore is counterproductive. Continuous in service training as well as multiagency training is necessary to create and maintain working relationships. An asset of personnel who are prepared, trained, and professional creates a system for emergency services which provides the best services for the citizens of a community. But it is not a single class or a onetime demonstration of abilities. This is a dedicated effort, as your trust will be vital to the people you help and the emergency response you assist.

The Benefits of Community Emergency Response Team (CERT) Training for Educators and Youth

Dr. Raquel R. Smith, a CERT Instructor and school psychologist focused her presentation in the importance of emergency preparedness in educators and youth. According the FEMA “Community based emergency teams help train people to be better prepared to respond to emergency situations in their communities. When emergencies happen, members can give critical support to first responders, provide immediate assistance to victims, and organize spontaneous volunteers at a disaster site” Educators, council members, shamans, are vital in the success of a nation. In their leadership capacities, they all contribute lessons learned. Some share what they have heard through the voices of their ancestors; others pass on knowledge acquired via formal education, and some may use a combination of both. Although each may assume their leadership role from a variety of perspectives (academic, traditional, spiritual), many share one thing: they are all instructors, with the common goal of securing the safety of, and preserving, the future generations they represent. Instructors are often a valuable resource in disseminating various types of information, in the development of programs, and in the implementation of school or community activities. After a natural disaster occurs, students and families may continue to turn to educators and community
leaders for guidance and support. In the United States, public school teachers are given responsibilities that go beyond their job description. They are trusted not only to teach literacy in all content areas but to ensure that every student has access to a free public education. According to the U.S. Department of Education, Office of Elementary and Secondary Education, (2013). “Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners, i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response”.

Japanese teachers are highly respected by their communities. According to the Center in International Education Benchmarking “In Japan, teaching is a respected profession”. Japanese schools emphasis is not only in academic development “but also moral, physical, social and cultural” (Deasey, 1986). Japanese citizens regard education as a key element to improve the future of their nation. How a group benefits has a higher value than individual benefits. According to Reza Sarkar Arani et al. (2010) collaborative research is a common feature in Japanese curriculum development. Lesson study (jugyô kenkyû) places great emphasis on analysis of the “environment and culture of support which generated lesson study within Japan’s school culture”. Japanese society entrusts major responsibilities to their teachers and expects much from them. Japanese teachers have broad responsibility for moral education and character development and for instilling fundamental values, attitudes, and “living habits” in their students. These responsibilities are equal in importance to the academic roles of developing student motivation and helping students meet the high academic standards required for success. Their efforts and influence often extend into the home and the community. Placing high value on the benefit of the group makes Japan an excellent example when considering emergency preparedness at the community level. It is part of a child’s natural development to follow examples set by others. For instance, when children see their parents reading they want to read or be read to. When children learn at an early age how to act in the event of a natural disaster, it becomes a part of their normal learning process. When teachers respond to their students’ natural curiosity in a positive way, it creates an atmosphere of connectedness and leads to more efficient interactions. The CERT model offers opportunities for participants to learn basic search and rescue skills, and to assist each other during and after a disaster. During training, the benefits of group thinking and consensual decision making, core elements in Japanese learning, are available. In times of crisis or disaster, children and adolescents watch adult reactions and receive cues on how to confront adversity. This step reminds adult staff in schools that they are role models for children. While teachers, community leaders and other school personnel also will be affected and may not be easily available, youth and children trained in emergency may result in more lives saved. Children also may benefit from the experience of helping with recovery effort.

The FEMA Youth Preparedness Council was formed in 2012 to bring together youth leaders from across the country that are highly interested and engaged in advocating youth
preparedness and making a difference in their communities (FEMA, 2005). Youth Council members are selected from across the country based on their dedication to public service, efforts in making a difference in their community, and potential to expand their impact as a national advocate for youth preparedness. In the United States, youth emergency preparedness is available. Many youth spend a significant amount of time outside their homes. According to the National Advisory Committee on Children and Terrorism, (2004) “They spend their days at schools, in community programs, and at recreational facilities, which are responsible for their temporary care until they are reunited with their families”. Schools and programs often provide additional services for youth, including health care and meals. According to FindYouthInfo.gov, a U.S. government web site that helps create, maintain, and strengthen effective youth preparedness programs: “These need to be considered as part of preparedness planning. Emergencies can also happen when youth are in transit between home and school or other programs; therefore, it is important that school and youth-serving programs include this time in their emergency plans”. Further, research (Norris et al, 2010) suggests youth, specifically school-age youth, tend to be more severely affected by disasters than adults and “may experience disasters differently due to age and other factors”. While many individuals report that they are aware of disasters and their potential effects, fewer report that they have undertaken steps to plan for or prepare for disasters. (Redlener, I. et al. 2008). Ronan (2010) suggests the importance of youth and children preparedness and indicates that “responses to emergencies may include sheltering in place or evacuating, and recovery may include repairing damaged infrastructure, reuniting families, replacing supplies, addressing emotional responses and revising response plans”. Youth-serving agencies can play an important role educating youth about disasters and teaching them coping mechanisms. The future of a nation depends on the preservation of citizens. 

Development of a CERT Program and Network in the Community from Start to Finish

Mrs. Rachael D. Anderson gave us a thought how to involve CERT volunteer member for serving in our own community. It is known throughout the world that Japan is a resourceful, resilient, and insightful people. In the 2011 disaster, this was demonstrated on a large scale. There are many emotional and psychological factors that affect behavior and the ability to immediately respond to disasters. Many people want to help but do not know what to do. Some may wait to provide assistance until they are given permission. CERT provides a standard training which identifies the specific roles and responsibilities needed in response efforts. It can also be customized to the individual community needs. Community organizations help bring CERT training to the people so they can help each other while the emergency responders are fixing big disaster problems such as collapsed buildings or bridges. The talents of everyday citizens can build a strong emergency support network through volunteer opportunities within a CERT program. This allows community members to help each other during the in between time of a disaster and when emergency workers can finally reach them. A CERT Program requires two phases; the starting phase and the maintaining phase.
There are a few steps to start a CERT program.

1) **Identify Needs:** What are the potential hazards of a community’s geographical area? Are there obstacles which need to be addressed? For example, perhaps a community is divided in half by a river. A hospital and the fire department may be on one side of the river and the university is on the other side. If the bridge is damaged, injured people cannot get to the hospital.

2) **Community Partnerships & Permission:** Identify community organizations that would like to be a partner with a CERT program. Once an agreement is made the next step is to obtain permission from the authorities to form a CERT Program.

3) **Community Awareness:** Publish the identified needs to the community. Bring awareness for the community to share their individual talents in building CERT program. Make fliers to post at libraries and public places. Bring awareness to businesses, community groups, educational facilities, and churches. These organizations can communicate with large numbers of people. Individuals within these groups can set up Facebook pages and other media to help keep people informed.

4) **Identify Resources:** Resources can be found everywhere. For example, a CERT community program can ask the hospital and fire stations for retired equipment. They may not use it anymore, but it can be a teaching aid for the class. Building construction sites may have extra 2x4 boards which can be cut into smaller sizes and used for the cribbing demonstration. We will give a short demonstration. Organizations may chose to purchase high quality teaching equipment, but teaching emergency response skills to community members is the main focus. In a natural disaster, high quality resources may not be available.

5) **Recruit Community Members:** Invite people to attend CERT classes. There are so many talented people who are our neighbors. CERT provides many roles and responsibilities. Community members get to know more people. They discover and cultivate even more skills and talents while training with each other.

6) **Train CERT Instructors:** Basic CERT graduates are an excellent resource to watch for potential instructors. Some will quickly develop in knowledge and skill proficiency. They are members of their local community and will become influential for encouraging and inviting others to learn basic emergency response skills.

7) **Begin Classes:** Many programs will provide CERT training to the community for free. In these classes, the students provide their own Personal Protective Equipment. Other programs require a small fee but will provide the Personal Protective Equipment for the students.

The second phase of a CERT Program is to maintain it. As participants complete their training, it is important to keep them involved. They become a valuable asset for maintaining the program. Good communication with volunteers, past students, and future
students is essential. **Kigatsuku Soul** is also very important for action. Kigatsuku means “an inner spirit to act without being told what to do.” **SOUL** can be explained as: See, Observe, Understand, and Listen—to learn from each other. This should be the reason why we work for disaster management for peace and the unity of the universe.

**Regular Skill Practice and Training**

Another important aspect of CERT is to provide regular skill practice and training. Basic CERT courses can be offered on an annual basis, or every few months. It depends on the community needs. In addition to the classes, practice simulations should be offered. These can be elaborate or very simple. Many CERT programs enjoy competition. For example, several CERT programs may coordinate a combined CERT Olympics. These are fun and highly informative. Both the citizens and staff learn and increase in effectiveness. Beyond training and skill development, CERT Programs can participate in community demonstrations, picnic events, volunteer with neighborhood clean-up, and disaster education fairs. There are many ways to keep people interested and involved. The main point is . . . we need each other.”

**Conclusion**

The CERT programme provides adaptive ideas for developing Japanese standardized CERT training programmes that focus on: 1) the context and history of CERT; 2) the attitudes of professional fire fighters towards CERT training programmes and needs; 3) the importance of the CERT programmes for teachers and students; and 4) community networking through CERT training programmes and family preparedness. There is the one philosophy calls the “7th generation” principle taught by Native Americans that in every decision, be it personal, governmental or corporate, we must consider how it will affect our descendants seven generations into the future. Finally, learning of disaster management should be considered lifelong span development for all human beings for building up Peace and Harmony in one Universe (Takahashi 2014).

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Managing ICT among Professional Students

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Abstract

Information and Communication Technologies (ICT) has become World’s most important Infrastructure. ICT has also been biggest cause of physical, social and the mental health problems of Individuals. The main objective of the paper is to study the ICT usage pattern of professional students and identify the health problems in them due to their ICT usage. In this study ‘the professional students’ refer to both the undergraduate and post graduate students pursuing Management, Medicine, Dental medicine, Physiotherapy, Pharmacy and Nursing courses. Survey method was used for the study. The study includes 348 respondents from the age group of 18 to 35 yrs., which were surveyed through self-prepared structured questionnaire. The prevalence of computers and mobile phones have emerged as the most essential and popular ICT gadgets among professional students. Besides this, the study also highlights other essential factors like an addiction, dependency behavior and anxiety which are significantly affecting the mental health, physical health, social health and emotional health of the professional students.

Key words: Information and Communication Technology (ICT), professional students, physical, mental and social health.

Introduction:

It is quite difficult rather impossible to imagine life without technology. Modern technologies such as ICT have immensely helped many of the development sectors like education, finance and banking, government and what not. One of the vital sector, it has lots of scope to develop is Health. Along with certain number of benefits technology follows with some loopholes. Researches on ICT has been proved as life saver in the field of health. ICT has rising advancements. According to Vic Hayes, considered to be the father of Wireless technology,’ India is emerging as a hot Wi-Fi destination and its wide range of applications can only be imagined in times to come.’ Even At present most of the Airports of our Country is attached to the Wi-Fi connectivity. Recently a television News broadcasted
that the then Government of India also planning to connect all the villages with the ICT facilities.

Primarily ICT brings connectivity with the world and it is the major reason why youth are found to be associated to the social networking sites. Young individuals want their own world and social networks are strong virtual communities that give them freedom of expression, a platform of social change and connectivity all the time. Again they feel the need of having a mobile very intense as a recent news in the times of India titled” youth committed suicide having denied money for a mobile” proves enough of the fact.’ The news like “Mobile phones replace notebooks at one of the colleges of Gujarat”, Professors transfer notes, power point presentations and educational videos via blue tooth to students’ cell phones becoming common day by day not only in the college level but in few of the so called expensive English medium schools. It is true example of the new age technology that is ‘green’, effective and trendy. Principal of the college says that “most of us only take into account the negative impact of mobile phones and overlook the constructive side of technology”.

Technology can also become one’s counselor in battling depression, say the Psychiatrist Dhananjay Gambhire. His advice is to play online games, anti-depression game, mobile games, online Sudoku and crosswords to fight against depression. There are depression software programs which helps users to detail their problems. There are Television Programs offering Ayurvedic medicines with the facilities of ayurvedic doctors’ giving online consultation for the solution to the patients’ health problems. Rising advancements in ICT gives rise to certain problems as complimentary gifts to youth. Youth is increasingly getting addicted to numerous forms of ICT. Accordingly to recent studies, people spend around nine hours a week just replying to e-mails. The addiction is such that some get up even in the middle of the night to check their mailbox. Even at the time of family functions, holidays or vacations, some can’t stay away from their mobile phones and laptops.

Experts have warned that the increasing popularity of social networking sites, emailing and texting may be injurious to public health. Prof. Nada Kakabadse, professor at Northampton University, is of the opinion that these technologies are leading to anxiety, reduced productivity and a generation of smart orphans. She points out that people these days are increasingly becoming obsessed with information from an ever growing number of sources. Information and Communication Technology (ICT) provides an excellent creative tool for students in education. ICT in education has become a necessity than mere a support tool. As there is increasing trend in the use of ICT among students there is an equal increase in the health problems in them. “Technology has significant side effects on human health” is a proved and accepted hypothesis through many research studies.
The present study was carried out to investigate association of the type of health problems among professional students with the use of ICT in their professional studies. This study is carried out in one of the reputed deemed to be university of Gujarat. The professional students belong to the departments of medicine, dental, physiotherapy, nursing, pharmacy and health care Management streams.

**Aim of the Study:**

The study aimed at to determine the effect of ICT on the mental, physical and Social Health of professional Students.

**Objectives :**

*Primary Objective:*

- The main objective of this paper is to understand the awareness regarding the association of ICT with the health of professional students.

*Secondary Objectives:*

- To study the prevalence patterns of using mobile phones and Internet of professional students.
- To study the influence of internet on their behavioral pattern and study habit.
- To study the amount of effect on the mental health of professional students.
- To peep into the influence of mobile phones and other frequently used electronic gadgets on the physical health of professional students.
- To create an awareness on the use of ICT in day to day life of professional students.

**Research Methodology**

*Tool for data collection:*

Structured self-made Questionnaire by the researchers was used as a research tool for collecting the primary data. It consisted 43 items covering universal aspects of physical, mental and health relating to Awareness of ICT use, Dependence on ICT and Addiction to ICT. Along with questionnaire, observations and discussions were done with respondents to understand their deep thinking about the topic.

*Sample:*

Random Sampling technique is used in this survey Research. The Sample size is 500 and 348 duly filled questionnaires were received from the sample. Respondents were professional students from Medicine, Dental and Allied Sciences Departments of the Institution. The respondents’ age group varied from 15 to 30 years of age. A sum of 348
professional students consisting of 144 males and 204 females were randomly selected as representative sample.

**Procedure of Data Collection:**

The Researchers went personally to meet the respondents on one to one basis for the aspects of clarity of questions, genuine and realistic responses considering into their convenient time. The researchers clarified their queries as and when required by the respondents.

**Variables under study:**

After much of brain storming we undertook total 15 variables for studying the awareness regarding ICT usage in professional studies and also the impact on health. These variables are:

- Demographics of the Sample
- Usage pattern of ICT
  - Form of ICT
  - Purpose of use
  - Hours of use
  - Time of usage
  - Reason of usage
  - Prompting factor of usage
- Mental Health factors
- Physical Health Factors
- Social Health factors
- Awareness Factors
- Dependence and Addiction
- Features of Addiction
- Association of ICT with depression
- Relation of ICT with anxiety

**Results:**

The study shows significant influence of ICT on health of students of professional education. The study is divided in to some critical sets of factors. Each set of factors have some relation to the health parameter. It is done so as to understand the physical, mental and social health factors have an impact on the professional students in their usability of ICT tools for learning. In this study parameters like ‘less than 6 times and more than 6
limes’ have been used, which indicates that if the factor is affecting more than 6 times is only considered significant.

**Table 1  Demographics**

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>144</td>
<td>41.3</td>
</tr>
<tr>
<td>female</td>
<td>204</td>
<td>59.7</td>
</tr>
<tr>
<td>Study profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>55</td>
<td>15.8</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>55</td>
<td>15.8</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>89</td>
<td>25.5</td>
</tr>
<tr>
<td>Nursing</td>
<td>57</td>
<td>16.3</td>
</tr>
<tr>
<td>Dental</td>
<td>66</td>
<td>18.9</td>
</tr>
<tr>
<td>Medical</td>
<td>26</td>
<td>7.47</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 to 25</td>
<td>344</td>
<td>98.8</td>
</tr>
<tr>
<td>26 to 35</td>
<td>04</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Table 1. Shows the demographics in terms of gender, study profession of students, and age.

98.8% students are from 18 to 25 Age Group.

**Table 2 Usage Pattern**

<table>
<thead>
<tr>
<th>Which form of ICT you use the most in education?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/ Laptop</td>
<td>103</td>
<td>30.0</td>
</tr>
<tr>
<td>Mobile Phones</td>
<td>100</td>
<td>28.7</td>
</tr>
<tr>
<td>Television</td>
<td>45</td>
<td>12.9</td>
</tr>
<tr>
<td>Radio</td>
<td>23</td>
<td>06.6</td>
</tr>
<tr>
<td>DVDs</td>
<td>1</td>
<td>00.3</td>
</tr>
<tr>
<td>CDs</td>
<td>2</td>
<td>00.5</td>
</tr>
<tr>
<td>Zip Disks</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Portable hard drives/pen drives</td>
<td>71</td>
<td>20.5</td>
</tr>
<tr>
<td>Floppy disks</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Digital camera</td>
<td>2</td>
<td>00.5</td>
</tr>
<tr>
<td>Web cam</td>
<td>1</td>
<td>00.3</td>
</tr>
<tr>
<td>Scanner</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Voice recorder</td>
<td>0</td>
<td>00.0</td>
</tr>
</tbody>
</table>
For what purpose would you like to use ICT in education?

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write reports for project work</td>
<td>322</td>
<td>92.5</td>
</tr>
<tr>
<td>Search for information on the Web or Internet</td>
<td>245</td>
<td>70.4</td>
</tr>
<tr>
<td>Play games</td>
<td>74</td>
<td>21.2</td>
</tr>
<tr>
<td>Makedrawings or designs</td>
<td>63</td>
<td>18.1</td>
</tr>
<tr>
<td>Store information in a database</td>
<td>11</td>
<td>03.1</td>
</tr>
<tr>
<td>Search for information in a database</td>
<td>9</td>
<td>02.5</td>
</tr>
<tr>
<td>Draw charts or graphs</td>
<td>73</td>
<td>20.9</td>
</tr>
<tr>
<td>Search for information on a CD-ROM</td>
<td>13</td>
<td>03.7</td>
</tr>
<tr>
<td>Create multimedia presentations</td>
<td>156</td>
<td>44.8</td>
</tr>
<tr>
<td>Make a newsletter or newspaper page</td>
<td>37</td>
<td>10.6</td>
</tr>
<tr>
<td>Make animations</td>
<td>23</td>
<td>06.6</td>
</tr>
<tr>
<td>Send e-mail to other people</td>
<td>94</td>
<td>27.0</td>
</tr>
<tr>
<td>Do my own programming</td>
<td>23</td>
<td>06.6</td>
</tr>
<tr>
<td>Send email to students in other institute/colleges</td>
<td>122</td>
<td>35.0</td>
</tr>
<tr>
<td>Display or send digital photographs</td>
<td>12</td>
<td>03.4</td>
</tr>
<tr>
<td>Add information to college Web site</td>
<td>34</td>
<td>09.7</td>
</tr>
<tr>
<td>Work a device (sensor) to capture data to feed into the computer</td>
<td>53</td>
<td>15.2</td>
</tr>
<tr>
<td>Link up to a music key board</td>
<td>17</td>
<td>04.8</td>
</tr>
<tr>
<td>Link to a webcam to see and to speak with other people</td>
<td>24</td>
<td>06.8</td>
</tr>
<tr>
<td>Video-conferences</td>
<td>74</td>
<td>21.2</td>
</tr>
</tbody>
</table>

No. of Responses to each question differs due to item non response and selecting >1 answer (to the same question).

Above Table shows clearly that maximum used ICT gadgets are computers / laptops with 30% and mobile phones with 28%.

### Table 3

<table>
<thead>
<tr>
<th>Hours of Usage</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours</td>
<td>234</td>
<td>67.2</td>
</tr>
<tr>
<td>8 to 23 hours</td>
<td>90</td>
<td>25.8</td>
</tr>
<tr>
<td>1 to 8 hours</td>
<td>24</td>
<td>07.0</td>
</tr>
<tr>
<td>Time of usage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early morning</td>
<td>9</td>
<td>02.5</td>
</tr>
<tr>
<td>Late morning</td>
<td>10</td>
<td>02.8</td>
</tr>
<tr>
<td>Afternoon</td>
<td>20</td>
<td>05.7</td>
</tr>
<tr>
<td>Evening</td>
<td>89</td>
<td>25.5</td>
</tr>
<tr>
<td>Night</td>
<td>109</td>
<td>31.3</td>
</tr>
<tr>
<td>Late night</td>
<td>111</td>
<td>31.8</td>
</tr>
</tbody>
</table>
**REASON FOR USAGE**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>145</td>
<td>41.6</td>
</tr>
<tr>
<td>official</td>
<td>42</td>
<td>12.0</td>
</tr>
<tr>
<td>Academic</td>
<td>132</td>
<td>37.9</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>01.4</td>
</tr>
<tr>
<td>Festive</td>
<td>24</td>
<td>06.8</td>
</tr>
</tbody>
</table>

**PROMPTING FACTOR OF USAGE**

<table>
<thead>
<tr>
<th>Prompting Factor</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clicking Images</td>
<td>78</td>
<td>22.4</td>
</tr>
<tr>
<td>Job Alerts</td>
<td>35</td>
<td>10.0</td>
</tr>
<tr>
<td>Social/ Professional Networking</td>
<td>87</td>
<td>25.0</td>
</tr>
<tr>
<td>Accidental / Emergency/ Health Care</td>
<td>92</td>
<td>26.4</td>
</tr>
<tr>
<td>Messaging</td>
<td>56</td>
<td>16.0</td>
</tr>
</tbody>
</table>

*Table 3 shows that 67.2% students stay connected to ICT. Maximum usage is at night time.*

*31%, which is used for personal reasons -41%.*

**Table 4 Mental health**

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>-1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get irritated by the use of ICT while studying?</td>
<td>199</td>
<td>57</td>
<td>149</td>
<td>43</td>
</tr>
<tr>
<td>Do you find ICT as hindrance while studying?</td>
<td>156</td>
<td>45</td>
<td>192</td>
<td>55</td>
</tr>
<tr>
<td>Do you switch off your mobile phone or turn it to silent mode while studying?</td>
<td>191</td>
<td>55</td>
<td>157</td>
<td>45</td>
</tr>
<tr>
<td>Do you feel mentally stressed when at the time of studying you remember that you have forgotten to reply back to your friend?</td>
<td>139</td>
<td>40</td>
<td>209</td>
<td>60</td>
</tr>
<tr>
<td>In Emergency situation if your mobile do not work, do you feel stressed?</td>
<td>281</td>
<td>81</td>
<td>67</td>
<td>19</td>
</tr>
<tr>
<td>Average of all factors</td>
<td>55.6</td>
<td></td>
<td>44.4</td>
<td></td>
</tr>
</tbody>
</table>

*Factors affecting mental health of students due to their ICT use shows that average 55.6% effect is positive.*

Pl. Add Page-7, separately attached here

The above table indicates that 71% respondents seek privacy while using Internet. 52% ignore their friends and relatives, 74% has a fear of losing data and 81% feel that the data is essential and indispensible.
## Table 5 Physical health factors

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you felt like headache, ear problem, or muscular pain after the use of ICT?</td>
<td>156</td>
<td>45</td>
<td>192</td>
<td>55</td>
</tr>
<tr>
<td>Do you think it is appropriate to use mobile phone while driving?</td>
<td>59</td>
<td>17</td>
<td>289</td>
<td>83</td>
</tr>
<tr>
<td>Have you met with an accident any time while talking on phone?</td>
<td>24</td>
<td>7</td>
<td>324</td>
<td>93</td>
</tr>
<tr>
<td><strong>Average of all factors</strong></td>
<td></td>
<td><strong>23</strong></td>
<td></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>

Table 5 clearly shows that 77% students do not show significant physical health problems.

## Table 6 Awareness factors

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you aware that continuous use of ICT is likely to cause severe health related problems?</td>
<td>240</td>
<td>69</td>
<td>108</td>
<td>31</td>
</tr>
<tr>
<td>Are you aware that keeping mobile phone in shirt’s pocket causes heart attacks?</td>
<td>215</td>
<td>62</td>
<td>133</td>
<td>38</td>
</tr>
<tr>
<td><strong>Average of all factors</strong></td>
<td></td>
<td><strong>65.5</strong></td>
<td></td>
<td><strong>34.5</strong></td>
</tr>
</tbody>
</table>

69.5% students are aware that due to ICT there are chances of health problems like heart attacks, body ache etc.

## Table 7 Dependence and addiction factors

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>YES</th>
<th>%</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you seek privacy while using ICT?</td>
<td>247</td>
<td>71</td>
<td>101</td>
<td>29</td>
</tr>
<tr>
<td>If yes then consciously</td>
<td>264</td>
<td>76</td>
<td>84</td>
<td>24</td>
</tr>
<tr>
<td>unconsciously</td>
<td>84</td>
<td>24</td>
<td>264</td>
<td>76</td>
</tr>
<tr>
<td>While using ICT, have you ignored some close friends or relatives against your consciousness?</td>
<td>180</td>
<td>52</td>
<td>168</td>
<td>48</td>
</tr>
<tr>
<td>Do you fear that ICT / data contained in it may be lost?</td>
<td>257</td>
<td>74</td>
<td>91</td>
<td>26</td>
</tr>
<tr>
<td>Do you feel that it is essential and indispensable?</td>
<td>281</td>
<td>81</td>
<td>67</td>
<td>19</td>
</tr>
<tr>
<td><strong>Average of all factors</strong></td>
<td></td>
<td><strong>69.5</strong></td>
<td></td>
<td><strong>30.5</strong></td>
</tr>
</tbody>
</table>
### Table 8 Features of addition

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times it has happened that if you do not use ICT for 2 days you feel uncomfortable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>257</td>
<td>74</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>91</td>
<td>26</td>
</tr>
<tr>
<td>Whether the frequency of using ICT has increased?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>288</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>If your mobile/PC/Laptop had gone wrong, how quickly have you got it replaced/repairsed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediately</td>
<td>247</td>
<td>71</td>
</tr>
<tr>
<td>When I get time</td>
<td>73</td>
<td>21</td>
</tr>
<tr>
<td>I do not care</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>Do you feel prohibiting the use of ICT during working hour is a punishment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>140</td>
<td>40</td>
</tr>
<tr>
<td>No</td>
<td>208</td>
<td>60</td>
</tr>
<tr>
<td>What percentage of expenditure is for ICT?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10%</td>
<td>27</td>
<td>8</td>
</tr>
<tr>
<td>11-50%</td>
<td>100</td>
<td>29</td>
</tr>
<tr>
<td>More than 50%</td>
<td>221</td>
<td>63</td>
</tr>
<tr>
<td>Have you ever borrowed (against your wish) money for use of ICT - may herepair, replacement, etc?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>83</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>265</td>
<td>76</td>
</tr>
</tbody>
</table>

(More than 6 times – indicates higher significance of the factor. Less than 6 times – indicates the other side)
Above Table shows that 26% respondents feel uncomfortable if they do not use ICT for two days. 83% of the respondents said that their frequent of using ICT increased after not using ICT for 2 days. 63% respondents spend more than 50% of their expenditure on ICT. 76% respondents did not borrowed money for repair or replacement of ICT gadgets.

Table 9 Association of ICT with depression

<table>
<thead>
<tr>
<th>In last 2 years -</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many times you have the feelings of worthlessness or low self esteem?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>306</td>
<td>88</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>Have you gained weight?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>181</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>167</td>
<td>48</td>
</tr>
<tr>
<td>Whether eating habit have changed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>198</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>150</td>
<td>43</td>
</tr>
<tr>
<td>Whether pending works are increasing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>208</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>140</td>
<td>40</td>
</tr>
<tr>
<td>Do you feel that whatever you are doing these days are worthless?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>125</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>223</td>
<td>64</td>
</tr>
<tr>
<td>Have you ever thought of having a suicidal tendency anytime?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>289</td>
<td>83</td>
</tr>
<tr>
<td>Whether there is a reduction in the hours of everyday sleep?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>222</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>126</td>
<td>36</td>
</tr>
</tbody>
</table>

Above table clearly shows that 12% respondents have developed feeling of worthlessness or low self esteem in them in last 2 years, 52% respondents have gained weight, eating habits have changed among 57% of respondents. 60% claimed that their pending works are increasing. 64% respondents have felt a reduction in the hours of everyday sleep.
Table 10 Relation of ICT with anxiety

<table>
<thead>
<tr>
<th>FACTORS In Last 2 Years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether you have suffered restlessness, palpitation, early morning wakefulness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>222</td>
<td>63</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>126</td>
<td>37</td>
</tr>
<tr>
<td>Whether you are feeling agitated and frustrated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>201</td>
<td>57</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>147</td>
<td>43</td>
</tr>
<tr>
<td>Are you getting suddenly angry or loss of control?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>194</td>
<td>56</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>154</td>
<td>44</td>
</tr>
<tr>
<td>Have you engaged in physical / mental fights?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 6 times</td>
<td>205</td>
<td>59</td>
</tr>
<tr>
<td>More than 6 times</td>
<td>143</td>
<td>41</td>
</tr>
</tbody>
</table>

Above table showing factors indicating relation of ICT with anxiety is mapped in two parts namely ‘less than six time’ and” more than six times”. More than six times indicates significance of the factor. Less than six times shows that it is the normal condition and there is not much significant influence of the factor on health. The study shows that 41.25% of the professional students feel anxiety in them due to frequent exposure of ICT usage.

**Discussion and Conclusion:**

Table: 2 indicates usage pattern of ICT among professional students. It was found that the most used ICT in education is laptop/computer 30% and mobile phones 28%. It was found by observation and survey result that Laptop was among one of the gadget which the students carry with them like apparels. On asking informally, laptops and mobiles give them style, status and a quick access to the outdoor world. It may be stated that the professional students depend more on the Laptop/Computer for their projects and research work as project work is mandatory requirement for the degree curriculum. On the other hand the use of library is lessened a bit in comparison to the use of ICT. It is significant to accept that the reading habits among the students are decreasing day by day which is not
at all a good sign. Lot of researches is corroborating the above finding which is shown in review of literature.

Table-3 shows that hours of ICT usage, specific time of usage and the reason the ICT use while showing the major factor of using ICT for social networking (25%) emergency Factors (26%) and clicking images (22%). Recent articles in many of the leading magazines and newspapers projects the excessive use of social networking sites (Facebook, Orkut, Twitter, etc,) are consuming excess timings of this age group of students, It seems there is a passion developed among them to use these portals excessively. Emergency factor prompts them to use mobile phones due to many reasons. Emergency needs like accidents, health care requirements are prevalent in major events of the day to day life. Since these professional students live away from their family and the Institution is located far away from the city, so the use of mobile phones is the only feasible means to satisfy the emergency needs.

Table -4 shows More than 50% of the students feel mental pressure from ICT use. Majority of the students opined that Mental Stress was obvious because there is increased use of ICT in education as well as in their personal lives. It is noteworthy that in spite of knowing the side effects of the excess use of technology and its harmful effect on mental as well as physical health, the students involving themselves and not able to avoid it. Even the students avoid attending of the essential family functions and they also not hesitate to disobey their parents. It seems that students avoid social gatherings. As a result the students may develop low self-esteem, low confidence, introvert in dealing with the people. It seems that some sort of dependency behavior on technology has developed among these students psychologically.

Psychological research depicts that, the need of self-esteem among the professional students is lacking day by day for the excessive indulgence in ICT use. As the “need of self-esteem” has a social context rather is a need to regard oneself well in relation to others and as such is connected with the “need of social approval”. This study shows that 12% respondents have developed feelings of worthlessness and low self-esteem in them in last 2 years. 52% respondents have gained weight, eating habits have changed among 57% of respondents, 60% claimed that their pending works are increasing. 64% respondents have felt a reduction in the hours of everyday sleep. Hence it is also affecting physical health of the students. Physical health factors indicate body pains, accidents, etc. It was astonishing to found that in spite of the continuous indulgence with the ICT, 77% students has no significant physical health problems. Though ICT has truly made an impact on the young students but these educated students know how to manage it. It may be accepted from this study that Students of professional education are very well aware about the dark
facts of ICT. Again 69.5% of students are aware that due to ICT there are chances of health problems like heart attacks, body ache, etc. One very interesting fact was found in this study through informal conversations other than questionnaire was that, students of every professional program was addicted to ICT, but knowing this fact they take other precautions along with the use of ICT, Also there is no sign of influence regarding depression and everything is balanced. Students take care of their health in the fluctuating environment of studies with the ICT usage.

The findings of this study emphasizes that usage of ICT among professional students has significant influence on their overall health, sleeping behavior, eating habits, and anxiety. There is a strong presence of ICT addiction. Students are very much dependent on ICT for their growth in professional education. Findings show some interesting facts that even though these side effects majority of them are aware of the health behaviors through use of ICT. Researches also found that although most health professionals do not hold negative views about ICT in healthcare, certain key issues affect their willingness to adopt health ICT. These include: flexibility and usability of these technologies practical software design suited to real life use (Ward, R., C. Stevens, Brentnall, P, Briddon, J. 2008).

Table 7 and Table 8 depict the factors related to the dependence and addition of ICT. Factors in the Table s show clear level addiction among the students. In this world of high-tech environment, it is their necessity to take the advantage of ICT developments which imparts them qualitative professional growth.

Despite these findings, the study also found that 84.7% of the sample agreed that they are too much addicted to ICT and can’t even imagine their life without ICT. This is a very important result to be considered. With the light of the findings of above research, further researches may be conducted by considering more number of sample and different segments of population of the society.

Last but not the least the extensive study throws light on the proper and rather meticulous use of ICT among the professional students in particular and other students in general.

**Limitations:**

This study is limited to only one private university of the Gujarat. Results may be different with other population. The study utilized a simple random sample that was comprised of 348 participants of the university which limits its application to other populations. Addition to these limitations, time factor also comes in to mind.
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Homo-Organisational Perspectives To Abstain From Work

* J Satpathy
** Bhubaneswari Mohaparta
*** Kirti Mohapatra

Abstract

Exhibiting bargaining seeking attitude, human beings want to get as much as they can for as little as possible. Human choice study endeavours to develop descriptively precise models of human opinion and human choice making. The field, populated principally by economists, attempts to incorporate ideas from choice study in order to make accurate predictions about economic behaviour and outcomes. These two fields are clearly closely related. Nonetheless, there is surprisingly diminutive unswerving interface between the two and even fewer collaboration. This lack of collaboration is a major faltering block for both fields. Research is typically motivated as testing hypotheses derived from economics and yet research is getting limited input from economists. Behavioural Economics is using insights from Economics and yet laboratory research is getting limited feedback as to whether it is applying these insights appropriately. The research problem, under examination, was adopted to study the correlation of behavioural and economic factors to the problem of absenteeism among Soldiers with reference to Indian Army. Focus is on definitions of absenteeism and other terms denote to absence is synonymous with absenteeism. Authorised or sanction absenteeism are excluded. The aim is to determine and measure socio-economic, physical and behavioural - economic causes of absenteeism as well as attitude of Soldiers towards factors that influence absenteeism (reference period 1990 to 2010). The theoretical exercise provides examination on, behavioural - economic causes, management, control of absenteeism, and suggest prescriptions with reference to behavioural - economic causes. The empirical aim designs and develops an instrument to identify factors, measure and draw empirical estimates towards modeling a remedial package. These attempts are based on the premise that ‘identification of
behavioural - economic causes and timely management of absenteeism helps in individual and organisational development’. As regards the scope, this study is restricted to Soldier’s cadre of Indian Army. The scope looks at various aspects of absenteeism, its dynamics and inters-linkages. This adds to diversifying nature of absenteeism dynamics. Keeping this in view, the complexity leads to the following: What was the status of absenteeism, what were the behavioural - economic causes of absenteeism and what could be done to curb absenteeism in Indian Army. It is convincing, at this point, that Indian Army needs to attempt to develop a conceptual model of absenteeism based on, Distal Factors, Individual Characteristics, Mediating Factors, Work Attitudes and Proximal Factors.

Introduction

Humans and Employee have long been recognized as complex, nonlinear systems interacting dynamically. Modern economic theory assumes that human decision-making involves rational Bayesian maximization of expected utility, as if humans were equipped with unlimited knowledge, time and information-processing power. Decisions are an inevitable part of human activities. Each day life is full of decisions and choices. An important question is how people make (absenteeism) decisions. Specifically, researchers are interested in assumptions, beliefs, habits, and tactics that people use to make decisions. Research suggests that brain considers various sources of information before making a decision. However, how does it do this. In addition, why does the process sometimes go awry, causing us to make impulsive, indecisive and confused decisions; kinds that can lead to risky and potentially dangerous behaviours. Human behaviour is not the product of a single process. To a certain extent it reflects interaction of different specialized subsystems. These systems usually interact seamlessly to determine behaviour, but at times, they compete. Outcome is that brain sometimes argues with itself, as these distinct systems come to different conclusions about what we should do. Human behaviour, in general, is not under constant and detailed control of careful and accurate hedonic computations. It is product of an unstable and irrational complex of reflex actions, impulses, instincts, habits, customs, fashion and hysteria. For a long time, economists have argued that humans make decisions by obeying laws of rationality.

Absenteeism is a classical topic in the proposition agenda of Indian Employee (Employee, hereafter for this paper (being advocated)) linkages. Since early years of Employee problem solving, a great deal of proposition activities have been conducted. In recent years, scope of absenteeism has been expanded due to rapidly escalating competitive arena and increasing number of employees who are employed in useful work in Employee. The routes covered are determined by concentration of employees serving along those
routes. However, this has its own problems, as evidenced from experiences. For instance, it could be contracted out for effective management. Measures that Employee has implemented include developing strong teamwork among employees as this increases job satisfaction. Hence, enthusiasm of employees to come to work and meet team members has increased. There are several methods that management has adopted to make the issue of absenteeism manageable. These include developing career paths and/or providing relevant training for career growth, which may engender work aspirations and disciplines among employees.

There are many reasons for and socio-economic causes of employees being absent from their place of work. Some reasons and economic causes are justified, while others are not. In almost all Armies globally, management is confronted with the day-to-day problem of employee absenteeism. Employee absenteeism, scheduled or unscheduled, for short or long periods, legitimate or without acceptable reasons, remains a problem. Approximately one third of organisations keep proper records of absenteeism. The impact of absenteeism on an organisation (cost, measurement, managing and control, as well as benchmarking absenteeism against other similar organisations) is not always considered or established. Many organisations do not have adequate absenteeism policies. Management is not always aware of the impact of absenteeism, despite the fact that absenteeism does have a major impact on productivity, profits and morale. Employee linkages proposition (absenteeism, turnover etc) is receiving increasing attention that requires effective utilisation of human resources. There is a need to construct a model on absenteeism proposition. The model needs to be developed and applied that engages in planning, imparting and monitoring affairs in Employee. The model ought to quantify implications to human resources practices in contemporary employee as well as consider theoretical and empirical developments in personality, affect and absenteeism proposition.

Perhaps economists have ignored the role of emotions in decision-making because emotions had a checkered history in psychology and homoscience; there was disagreement on how to define them, disagreement on what they are for, and what to include them in. There are many reasons for and behavioural-economic causes of employees being absent from their place of work. Some reasons and economic causes are justified, while others are not. In almost all Armies globally, management is confronted with the day-to-day problem of employee absenteeism. Employee absenteeism, scheduled or unscheduled, for short or long periods, legitimate or without acceptable reasons, remains a problem. Approximately one third of Employee keeps proper records of absenteeism. The impact of absenteeism on an Employee (cost, measurement, managing and control, as well as benchmarking absenteeism against other similar Employee) is not always considered or established. Many
Armies do not have adequate absenteeism policies. Management is not always aware of the impact of absenteeism, despite the fact that absenteeism does have a major impact on productivity, profits and morale. Employee linkages proposition (absenteeism, turnover etc) is receiving increasing attention that requires effective utilisation of human resources. There is a need to construct a model on absenteeism proposition. The model needs to be developed and applied that engages in planning, imparting and monitoring affairs in Employee. The model ought to quantify implications to human resources practices in contemporary Employee as well as consider theoretical and empirical developments in personality, affect and absenteeism proposition.

With different disciplines approaching the problem through characteristically different techniques and substantial advances, question of how we design and how we ought to craft judgments and decisions has engaged researchers for decades. However, homo-absenteeism decision making has recently emerged as an inter-disciplinary effort to bridge this gap. It seeks to integrate ideas from fields of Employee psychology, homoscience and homo-absenteeism in an effort to specify accurate models of decision and decision. Research investigates neural bases of decision predictability and value, central parameters in absenteeism model of expected utility. Homo-multiple-systems approach to decision-making, in turn, influences absenteeism, a perspective strongly rooted in Employee psychology and homoscience. Integration of these approaches and methodologies offers exciting potential for construction of near-accurate models of decision-making.

Human behaviour is inherently multi-modal. Human performance has been subject of active research from quite a few perspectives. How do we make a decision. Decision makers have tendency to seek more information than required to make good decision. When too much information is sought and obtained, one or more of several problems can arise. A delay occurs because of time required to obtain and process extra information. This delay impairs effectiveness of decision or solution. Information overload occurs. In this state, decision-making ability actually declines because information in its entirety can no longer be managed or assessed appropriately. A major problem caused is forgetfulness. When too much information is taken into memory, especially in a short period, some information (often that received early on) will be pushed out. Homoabsenteeism seeks to explain human decision-making, ability to process multiple alternatives and choose an optimal course of action. It studies how absenteeism behaviour shape understanding of brain and guide models of absenteeism via. Homoscience, experimental and homo-absenteeism and cognitive and Employee psychology. As research in decision-making behaviour becomes computational, it incorporates approaches from theoretical biology, computer science and mathematics. Homoabsenteeism adds by using methods in understanding interplay between
absenteeism behaviour and neural mechanisms. By using tools from various fields, Homoabsenteeism offers a more integrative way of understanding decision making.

Deciphering brain - environment transactions requires mechanistic understandings of homobiological processes that implement value-dependent decision-making. There is a crucial difference between ‘thinking about thinking’ and actually enhancing brain and mental processes by developing latent potential of each individual. Theoretical accounts posit that human brain accomplishes this through a series of neural computations, in which expected future reward of different decision options are compared with one another and then option with highest expected value is selected. If human brain is often compared with computer, one aspect is crucially missing. Humans define goals for information processing in computers, whereas goals for biological brains are determined by need for survival in uncertain and competitive environments. How to handle brains behind businesses in age of dramatic change and growing uncertainty. What then are the coherent brain dynamics underlying prediction, control and decision-making.

Quantification of decision is a major area of exploration. This is due to discovery of ‘Matching Law’ that stipulates that relative response rate on concurrently available alternatives ‘match’ available relative reinvestment rates. This theoretical construct describes response allocation in more complex situations. People often fail to design ‘rational’ decisions. Absenteeism agents are subject to multiple biases that affect way they perceive events, act upon them and learn from experience. These behaviours cannot be ignored since they have disastrous consequences. When faced with complex decision, individuals engage in simplifying strategies. Adaptive decision making in real-world contexts relies on strategic simplifications of decision problems. Yet, neural mechanisms that shape these strategies and their implementation remain largely unknown. Although we now know much about how brain encodes specific decision factors, much less is known about how brain selects among multiple strategies for managing computational demands of complex decision-making task.

Homoabsenteeism - Perspectives

Despite substantial advances, the question of how we make decisions and judgments continues to pose important challenges for scientific research. Historically, different disciplines have approached this problem using different techniques and assumptions, with few unifying efforts made. However, the field of homomanagement has recently emerged as an inter-disciplinary effort to bridge this gap. Research in homoscience and psychology has begun to investigate neural bases of decision predictability and value, central parameters in the economic theory of expected utility. Management, in turn, is being increasingly influenced by a multiple-systems approach to decision-making, a perspective strongly rooted in psychology and homoscience. The integration of these disparate theoretical approaches
and methodologies offers exciting potential for the construction of more accurate models of decision-making.

Traditional absenteeism has relied (mostly) on revealed preferences and (sometimes)-on verbal reports to understand the desires of individuals and predict their actions. Homoabsenteeism adds a third method, the direct observation of the underlying mechanisms leading to choices. Homoabsenteeism Theory makes one extra step. It uses the evidence on brain activity to build models that can explain and predict observed behaviours. There are three major advantages in approaching absenteeism decision-making from a Homoabsenteeism Theory angle. First, bounded rationality can be modeled in a countless number of ways. This methodology provides precise guidelines vis-à-vis the constraints that should be imposed in the decision-making processes. As an illustrative example, the homobiology evidence regarding the properties of hormonal cell firing that transform sensory perceptions into voluntary actions puts sharp restrictions on how to model the imperfect ability of individuals to process information. Second, by explicitly modeling the strategic interaction between distinct brain systems, it is possible to provide micro foundations for some aspects of preferences traditionally considered exogenous. For example, discounting endogenously emerges from the conflict between two brain systems, one interested exclusively in immediate gratification and one that can form a mental representation of future rewards. This approach can, in turn, rationalise finer aspects of time preferences, like decreasing impatience. Third, theoretical brain models provide new testable implications about the functionality of brain systems and their relative importance in different aspects of the choice process (such as storage, processing and retrieval of information or determination, evaluation and selection of alternatives). Consequently, this methodology opens up new directions of experimental investigation in homoscience that can be of interest for absenteeism decision-making.

Absenteeism has always relied on a careful modeling of decision modeling. To cope with this mismatch, economists have developed theories of decision-making that are a better fit for homo data than traditional models. Methodology consists in building models to demonstrate relationship between cause and homo anomaly. Freedom provided by introspection method leads to a model selection problem. Homo - absenteeism decision-making can be regarded as a mental process (cognitive process) resulting in selection of a course of action among several alternative scenarios. Every decision-making process produces a decision. Process must be regarded as a continuous process integrated in interaction with environment. Analysis is concerned with logic of decision-making, rationality and invariant decision making it leads to. This reflects more than compensatory interaction of decision making-related regions. Specific brain systems potentiate decision-
makings depending on strategies, traits and context. Therefore, decision-making is a reasoning or emotional process which can be rational or irrational, based on explicit assumptions or tacit assumptions. This leads to formulation of a ‘homo-absenteeism decision making paradox’.

Homoabsenteeism has bridged absenteeism and psychology. It challenges standard absenteeism assumption that decision-making is a unitary process—a simple matter of integrated and coherent utility maximization. The goal is a mathematical theory of how brain implements decisions that is tied to behaviour. This theory is likely to show some decisions for which rational - decision making is a good approximation (particularly for evolutionarily sculpted or highly learned decision makings), provide deeper level of distinction among competing alternatives and provide empirical inspiration to incorporate nuanced ideas about endogeneity of preferences, individual difference, emotions and endogenous regulation. Researches investigate central parameters viz. neural bases of decision predictability and value in theory of expected utility.

This paper (being advovated) starts with the premise that most basic decisions (in form of decision-makings or effort allocation) can be traced back in structure of macro-scale brain activity, as measured with modern homomaging apparatus. Typically, such responses involve regions in brain whose precise function depends upon specific task the brain is solving. This ‘context-dependency’ expresses itself through (induced) specific plasticity of networks, in parallel to tonic changes in homomodulatory activity. In turn, this reconfiguration networks subtends learning and yield (mal) adaptive behaviour. In other words, it is very likely that goal-directed behaviour emerges from interactions that shape spatio-temporal dynamics of macro-scale brain networks. This means that understanding mechanics of multimodal observation of brain activity (electrophysiology, fMRI) and homo measurements (explicit decision makings, reaction times, autonomic arousal signals, grip strata) poses exciting challenge of quantitatively relating information processing to brain effective connectivity.

Decision usually involves three steps: recognition of a need, dissatisfaction within oneself (void or need), decision to change (fill void or need) and conscious dedication to implement the decision. How are decisions carried out in brain .Do we interpret research findings when homological results conflict with self-report .What are the general implications of homo absenteeism .Central argument is that decision-making is at core of all managerial functions and future of any organization lies on vital decisions made. However, there are certain critical issues coupled with factors such as uncertainties, multiple objectives, interactive complexity and anxiety make decision-making process difficult. At times when making a decision is complex or there are many interests at stake, then we realize the need for strategic decision-making. Questions include; how to choose in tough situations where
stakes are high and there are multiple conflicting objectives. How should we plan. How can we deal with risks and uncertainties involved in a decision. How can we create options that are better than ones originally available. How can we become better decision makers. What resources will be invested in decision-making. What are the potential responses to a particular problem or opportunity. Who will make this decision. Every prospective action has strengths and weaknesses; how should they be evaluated. How will they decide. Which of the things that could happen would happen. How can we ensure decision will be carried out. These questions are crucial for understanding complex human behaviours.

This is a research paper (being advocated) to study (advocated) the correlation of Homoeconomic factors to the problem of Absenteeism among Employees with reference to Indian Organisational Strata. Focus on definitions of Absenteeism and on terms, absent, absence, absentee and other terms denote that absence is synonymous with Counterproductive work behaviour. Authorised or sanction Absenteeism are excluded from the Absenteeism definition. The aim of this investigation is to determine and measure the Homoeconomic, physical and Homoeconomic causes of Absenteeism as well as the attitude of Employees towards certain factors that have an influence on Absenteeism in Organisational Strata.

Theoretical Aim: The theoretical aim being proposed in this study (advocated) is to provide a meta-analysis review on,

- Homo-Management of Counterproductive work behaviour,
- Homoeconomic causes,
- Management and control of Counterproductive work behaviour, and
- Suggest prescriptions with reference to Homoeconomic causes.

Empirical Aim: The aim of empirical investigation being proposed is to,

- Design and develop an instrument to identify factors/measure Homoeconomic causes of absenteeism,
- Measure absenteeism of Organisational Strata Employees over a 25-year period from 1990 to 2015.
- Draw empirical estimates towards modeling a remedial package, as applicable to Organisational Strata.

Predicament

Making a decision implies that there are alternative decisions to be considered. In such a case, we want not only to identify as many of these alternatives as possible but to choose the one that;
• Has the highest probability of success or effectiveness, and
• Best fits with our goals, desires, lifestyle, values, and so on.

Emerging homoscience evidence suggests that sound and rational homo-absenteeism decision making depends on prior accurate emotional processing. Somatic marker hypothesis provides a systems-level homoaatomical and cognitive framework for homo-absenteeism decision making and its influence by emotion. Key idea is that homo-absenteeism decision-making is a process influenced by marker signals. This influence can occur at multiple levels of operation, some of which occur consciously and some occur non-consciously. The issues, because modern models ignore influence of emotions on homo-absenteeism decision-making, that crop up is;

• What happens when we change our minds and what are the algorithms.
• What computational mechanisms allow brain to adapt to changing circumstances and remain fault-tolerant and robust.
• How (and where) are value and probability combined in brain and what is the dynamics.
• To what extent do tracking utility computations generalize tasks that are more complex.
• Does an unmet need generate a tonic and progressively increasing signal (amounting ‘drive’) or does it manifest as a recurring episodic/phasic signal with increasing amplitude.
• Do higher-level deliberative processes rely similarly on multiple mechanisms, or a single, more tightly integrated (unitary) set of mechanisms.

Every decision is made within a decision environment, which is defined as collection of information, alternatives, values and preferences available at time of decision. Homoscience evidence suggests that sound and rational homo-absenteeism decision making depends on prior accurate emotional processing. An ideal decision environment would include all possible information, all of it accurate, and every possible alternative. However, both information and alternatives are constrained because time and effort to gain information or identify alternatives are limited. Time constraint simply means that a decision must be made by a certain time. An understanding of what decision-making involves, together with a few effective techniques, will help produce better decisions.

This paper (being advocated) to study (advocated) the correlation of homoeconomic factors to problem of absenteeism among Employees with reference to Indian Employee.

This paper (being advocated) addresses four questions:
• What are the processes and constraints by which Employee makes Absenteeism decisions.
• What are the preconditions for exercising Absenteeism decision.
• How do these conditions affect Absenteeism decision.
• How far are these insights relevant to Absenteeism decisions.

In Employee sciences, study (advocated) of decision-making is an important preliminary step to provide sound foundation for analysis of equilibrium in Employee systems. Homoabsenteeism analysis has been a fruitful development in this direction. In recent past, a new direction of research has emerged, study (advocating) the interplay of decision making of single individual with business environment that surrounds him. Principal aim of proposed study (advocated) is to model computational and homobiological basis of value-based decision making by using tools from Homo-absenteeism and cognitive homoscience. Study (advocated) of decision-making is an important step to provide sound foundation for analysis of equilibrium in Employee systems. Principal aim of proposed study (advocated) is to model computational and homobiological basis of value-based decision making by using tools from Homo-absenteeism and cognitive homoscience. This paper (being advocated) aims at specific ways in incorporating homoscience, Employee psychology and absenteeism modeling approach involved in decision-making. Research fails to demonstrate distinctiveness by obtaining convergent and discriminate validity measures. Purpose is to elucidate principles and decision-making mechanism in the brain. There are two basic mechanisms for decision-making; model-free mechanism (reactive/habitual) and model-based (predictive/flexible).

This paper (being advocated) aims at two specific ways in which homoabsenteeism modeling can endeavour towards decision-making; first, incorporate homoscience and Employee psychology of formal, rigorous absenteeism modeling approach, and secondly, awareness of evidences for multiple systems involved in decision-making. Previous research has demonstrated that judgments of intent were significantly related to attitudinal, normative and affective components of decision-making. The research failed, however, to demonstrate the distinctiveness of the three components by obtaining convergent and discriminate validity measures. This limitation needs to be addressed. Purpose of this research is to elucidate principles and decision-making mechanism in the brain. There are two basic mechanisms for decision-making; model-free mechanism that is reactive, habitual, and model-based (predictive/flexible).

• Through innovative experimental and computational approaches, attempt will be to clarify how mechanisms are selected or combined, how neural circuits realize ‘mental simulation’ for prediction of action outcome in model-based decision-making. In
addition, how mechanisms are regulated of human decision-making (through combination of theories in logics and statistical inference), analyses of human behaviours / functional brain imaging, measurement and manipulation of brain activities.

• This research ventures to speculate on homobiological data and offer a model about relationship between human rationality, emotions and underlying homo-absenteeism. Emotions and homoabsenteeism underpinnings involved in decision-making would provide scaffolding for construction of cognition and for self-processes which undergird consciousness.

• This paper (being advocated) would examine and compare tools of neural network modeling.

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Develop and examine computational models on how we make decisions and choices through decision network modeling.

Characterize how human brain computes decisions using functional homoimaging (fMRI) methodologies.

Integrate interdisciplinary econometric approaches towards contributing to decision homoscience.

Homomanagement aspects of absenteeism are a highly complex issue. Absenteeism is difficult to quantify, qualify, or rectify. Is there a perfect absenteeism programme available? There is not one absentee program that works best for all Employee(s). This confirms the homomanagement complexity. Unfortunately, too many homeconomic variables and other factors play a role in determining an Employee absentee programme before it can be implemented.

The above statements give rise to following questions:

• What is the status of absenteeism in Employee.

• What are the homeconomic causes of absenteeism in Employee.

• What can be done to curb absenteeism in Employee.

Subsequent issues are:

• There is a need to attend as to how homoscience can, and already has, benefited from Homo-absenteeism’ unitary perspective, and

• How homoscience has been enriched by taking, account multiple specialized neural systems with potential research directions.

Focus on definitions of absenteeism and on terms, absent, absence, absentee and other terms denote that absence is synonymous with absenteeism. Authorised or sanction absenteeism are excluded from the absenteeism definition. The aim of this investigation is
to determine and measure the socio-homoeconomic, physical and behavioural - homoeconomic causes of absenteeism as well as the attitude of Employees towards certain factors that have an influence on absenteeism in Employee. Besides investigating the behavioural - homoeconomic causes of absenteeism in the Employee, the study (advocated) proposes to investigate the status of absenteeism in the Employee for the period 1990 to 2010 (two decades).

Absenteeism of employees in any organisation must be managed and controlled effectively. Absenteeism directly and indirectly influences the costs of an organisation, which, in turn, influence the product or service rendered by an organisation. The responsibility of effectively managing and controlling employee absenteeism in an organisation lies with the top management. The absence of employees must be monitored. Accurate record keeping is important in order to determine potential absenteeism trends. In order to reduce absenteeism amongst employees, top management needs to manage and control absenteeism effectively. The extent of absenteeism, with specific reference to employees in Employee, is frequently in the spotlight. In this paper (being advovated), it is proposed to identify and analyse the economic causes of absenteeism in the Department of Employee and offer recommendations accordingly.

Socio - economic aspects of absenteeism is a highly complex issue. Absenteeism is difficult to quantify, qualify, or rectify. Is there a perfect absenteeism programme available. There is not one absentee program that works best for all organisation(s). This confirms the socio - economic complexity. Unfortunately, too many socio - economic variables and other factors play a role in determining an organisations absentee programme before it can be implemented.

The above statements give rise to following questions:

- What is the status of absenteeism in Employee.
- What are the socio - economic causes of absenteeism in Employee.
- What can be done to curb absenteeism in Employee.

Employee needs to attempt to develop a conceptual model of absenteeism based on certain distinct issues. Issues expected to play a critical role in employee absenteeism are:

- Distal Factors (Job And Organizational Characteristics)
- Individual Characteristics (Perceived Job Alternatives)
- Mediating Factors (Quality Of Life Perceptions)
- Work Attitudes (Job Satisfaction, Continuance And Commitment)
- Proximal Factors (Absenteeism Intentions and Unemployment Rate).
Scope

This study (advocated) would be restricted to Employee’s cadre of Indian Organisational Strata. The organisation harbours a vast pool of Employees where Absenteeism exists at various levels. This adds to the diversifying nature of Absenteeism dynamics. The scope of the attempt study (advocated) is to examine various Homoeconomic aspects of Counterproductive work behaviour, its dynamics and their inter - linkages. The scope would be restricted to the system presently being followed for Employees in Indian Organisational Strata.

Methodology

Research demonstrates that brain cannot encode all information. Decision is triggered when ‘enough’ information supporting one alternative is obtained and brain uses a variety of biological mechanisms to filter information in a constrained optimal way. Homo data reports precisely that individuals stick too often to first impressions. These confirmatory biases may emerge from same set of physiological information processing constraints. Further work in this direction help uncover causes of other biases and determine whether they are all related to same physiological limitations. Methodology used in homoabsenteeism model has two advantages. Primarily, evidence from brain sciences provides precise guidelines for constraints that should be imposed on decision-making processes. This help uncover ‘true’ motivations for ‘wrong’ decisions and improve predictive power of the model. Homo theories that account for biases in judgment build on specific models of preferences over beliefs or non-Bayesian updating processes. Rather than guessing a cause for biases, homoabsenteeism model builds a model based on existing physiological properties underlying learning and belief formation. In principle, this can help pinpoint biological foundations for anomalous decisions. The second advantage is that by explicitly modelling physiological properties, it is possible to provide foundations for elements of preferences traditionally considered exogenous. Decisions involving risk, uncertainty, or time delays may require complex trade-offs.

Testing a model for validity implies seeking confirmation of functional equivalence at least within the range of parameters characteristic of the system being modelled. Two aspects of simulation work make this difficult. Firstly, simulations are often used as exploratory vehicles, to examine behaviour of a real system. As the simulation is used to understand the system being modelled, it is difficult to directly calibrate or validate against the real system, which is, as yet, not understood. Secondly, as the systems being modelled are frequently very complex (hence the choice of simulation in the first place) making complete comparisons between model and real world behaviour is commonly not possible. This leads to the need to choose a mixed methodology, one where validation and experimentation can take place iteratively, with a methodology directed at seeking verification
of modelled behaviour taking place concurrently with the simulation modelling. Research directions include;

- Modeling and simulation with objective of decision support,
- Fundamental graph model and network analysis in support of modeling complex systems behaviours,
- Numerical optimization and modeling for behaviours,
- Evidential reasoning and fusion approaches to model real-time information,
- Sequential dynamic decision making approaches, and
- Algorithms and simulation into modeling of decision-making.

This study (advocated) would attempt to empirically investigate Employee degree of nature and homoeconomic causes of absenteeism. Homoeconomic factors representing factors of absenteeism is proposed to be included. Data is proposed to be obtained via survey questionnaire, schedules and interviews. Data is proposed to be processed and visualized by using Statistical methods (SPSS) to reveal linkages. Based on responses by ratees, an insight would be available into what important homoeconomic factors are. Confirmatory factor analysis is proposed along with a competing model strategy is proposed to determine if it best represents underlying factor structure of data.

In terms of methodology, this research would rely upon data triangulation by using several sources of primary and secondary data (earlier studies). The theoretical framework is based upon research proposed works / articles from leading research institutions, human resource management / human resource development journals. The empirical analysis would be based on survey responses. Due to the apprehensively limited number of observations (service restrictions), it is proposed to use predominantly qualitative generalizations rather than quantitative expositions. The study (advocated) proposes to emphasise modeling the dynamics of concurrent based absenteeism mechanism. An attempt is proposed to apply scientific methods, operational research techniques, tools and measures to provide a template with optimum alternatives. Efforts are proposed to be made to incorporate facets of concurrent modeling by attempting a relationship between various constants, variables and parameters. Attempts are proposed to be identified through a traditional models search. Specialists would be encouraged to contact if they had conducted research to generate an initial list of possible studies for inclusion. Selection of a random sample is proposed to confirm that an adequate number of responses are received. Sample size is proposed to be determined using Cochran’s Sample Size Determination Formula. The study (advocated) uses a Likert-type response factor, two-percent margin error and estimate of standard deviation is proposed to be utilized.

In order to determine the status of absenteeism in any Employee, absenteeism must be measurable. Without measures, the extent of absenteeism cannot be measured. Statistics
and records of absence in an Employee must be available in order to measure the extent of absenteeism. One weakness in any discussion of the size and extent of absenteeism is the lack of comprehensive statistics. The reasons and behavioural – homoeconomic causes of absenteeism within the realm absenteeism are proposed to be measured in order to manage it better. A questionnaire is proposed to measure the homoeconomic causes of absenteeism and attitudes towards job factors that may influence absenteeism. By measuring the behavioural – homoeconomic causes of absenteeism as well as the attitude of Employees towards certain job factors, deductions would be attempted regarding the homoeconomic causes. Four basic types of measurement levels or scales are proposed to measure the data collected from questionnaires. These measurement scales are nominal, ordinal, interval and ratio.

This study (advocated) is proposed to focus on the method of investigation, discussed under the following headings:

- Research design,
- Test sample composition,
- Reliability and validation.
- Size of the sample,
- Method of data analyses,

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Basis (Advocated)

The study (advocated) incorporates an empirical analysis of absenteeism in Employee. This study (advocated) is proposed to be based on empirical analyses wherein absenteeism needs to be checked on a number of other traits or characteristics. The study (advocated) is proposed to be based on an integrated model of theoretical and empirical consideration based on issues identified during review of models. Issues like, what economic causes has been set out, how far it has been managed, what has been the limitations, what (and how) is to be done, what would be the outcome and what kind of efforts need to be invested are proposed to be investigated. The study (advocated), juxtaposed with a rich theoretical foundation, would be concerned with quantitative foundation with emphasis on adequacy / accuracy of database. It is perceived that a check on absenteeism would lead to near-optimal real-time results / inferences. Caution would be exercised in respect of reliability, suitability and adequacy of data. This is with a view to marinating a scientific basis by computing certain indices / measures along with explorations for concurrent patterns of relationship that exists in modeling efforts.

Justifications (Advocated)

The purpose is to develop a scientific basis for choice of strategies to introduce or maintain evidence based practices (implementation strategies) within Organisational Strata. The application will create a new study (advocated) that contacts together recognized researchers in implementation and knowledge translation proposition, as the proposed work as social and management Homo-Management. The proposed study (advocated) will encourage trans-disciplinary and inter-institutional involvement. The proposed
proposition will investigate barriers and enablers, dissemination and uptake of best practices and evaluate dissemination and implementation strategies to promote the uptake of evidence (including different information technologies or system management tools). It will further develop theoretical and empirical basis of attendance professional and organizational change. The proposed work will attempt to develop collaborative linkages. The work undertaken by this study (advocated) will be complementary to broader knowledge translation agenda of Organisational Strata.

Absenteeism management programmes have not fared well in the eyes of the critics in that such instrument have not contributed any new ideas. The argument is that Absenteeism is based on synchronized effectiveness and criterion and methodologies are inadequately described. With some degree of controlled exploration, there is a possibility of prescribing a standard benchmark apparatus. This necessitates adapting creative mechanism of conceptual parameters. This is considered ineffective because it is not able to distinguish between very good and good performers. This describes consideration of an intervention process in that decision conferencing, process consultation and multi-criteria decision analysis can be used in a multi-methodological framework. The structuring phase requires to be developed into a multidisciplinary approach by a new model. The issues need to be identified in post-it sessions and using decision support system decision for constructing Absenteeism management maps. Absenteeism measures need to be considered to define an index aspect of each cause.

It is imperative to know the attempt Absenteeism system, identify shortcomings, if any, and recommend means to overcome the same thus ensuring development of Employees as well as organisation. There is a need to establish a framework wherein, Absenteeism management can facilitate Employee and organisational development. Does the attempt arrangement in Organisational Strata meet organisational requirements. Does it enjoy implicit faith. These require examination. This is to explore that objectives of Absenteeism are recognized and respected in principle and practice.

Assumptions: Assumptions for this study (advocated) are,

- Employer aims at a solution to routine problem of Counterproductive work behaviour,
- Employer has ability to examine a situation from various angles,
- Degree of importance to Absenteeism management process is positively related to developmental aspects,
- Accurately checking Absenteeism process is positively related to - effectiveness,
- Level of organisational commitment correlates with effectiveness of Absenteeism management,
- Multi-pronged motivation is a prerequisite for arrest of Absenteeism trends.
Limitations: Limitations for this study (advocated) are,

- As with any experiment, there is a constraint in controlling intervening variables,
- Though attitudes are, other variables such as accuracy, attitudes and organisational performance would have been interesting to investigate,
- Modelling may not actually reattempt core real universal problem,
- It may be difficult to get response from respondents due to service restrictions
- The major portions of data would have to be obtained via. face-to-face interviews.

Rationale (Advocated)

The purpose is to develop a scientific basis for choice of strategies to introduce or maintain evidence based practices (implementation strategies) within Employee. The application will create a new study (advocated) that contacts together recognized researchers in implementation and knowledge translation proposition, as the proposed work as social and management sciences. The proposed study (advocated) will encourage trans-disciplinary and inter-institutional involvement. The proposed proposition will investigate barriers and enablers, dissemination and uptake of best practices and evaluate dissemination and implementation strategies to promote the uptake of evidence (including different information technologies or system management tools). It will further develop theoretical and empirical basis of attendance professional and organizational behaviour change. The proposed work will attempt to develop collaborative linkages. The work undertaken by this study (advocated) will be complementary to broader knowledge translation agenda of Employee.

Increased recognition of failure of traditional dissemination model has led to increased policy, employer and proposition interest in more active dissemination and implementation strategies. Understanding of potential barriers and enablers to proposition implementation is limited and hindered by a lack of a basic science relating to determinants of professional and organizational behaviour and potential targets for intervention. The challenge for implementation researchers in general and the proposed study (advocated) in particular, is to develop and evaluate a theoretical base to support the choice and development of interventions as the proposed work as the interpretation of implementation study (advocated) results. Employees may be properly managed and monitored on the issues of absenteeism and tardiness if the maximization objective of the employee is to be achieved. This can be done by,

- Employees input to an Employee’s productive output are not undermined,
- Managing absenteeism by way of extra pay for arriving earlier than normal time is a form of motivation towards harmony with their employers,
- Monitoring absenteeism is a means of knowing the amount of man-hours wasted
• How the above can be translated for the purpose of Employee’s projections, and
• The above creates an accord between employees and employers (necessary ingredient for productivity).

Employee culture may require refining the system design and its implementation. This may require reforming and seeking to resolve issues in a relatively reactive way by controlling or monitoring mechanisms. However, redesign of the system, changing the culture and motivating employees are complementary and effective ways to control / monitor and manage absenteeism at work. Employees are likely to take advantage of weak management mechanisms that allow employees to arrive at work late without a penalty. While all may display such tardiness, lateness to work can be a phenomenon particularly of employee who may have not learned the desirable culture of arriving at work on time. Thus, there is need to improve supervision of work starting time as curbing of absenteeism practices at work is an employee linkage problem.

Absenteeism management programmes have not fared well in the eyes of the critics in that such instrument have not contributed any new ideas. The argument is that absenteeism is based on synchronized effectiveness and criterion and methodologies are inadequately described. With some degree of controlled exploration, there is a possibility of prescribing a standard benchmark apparatus. This necessitates adapting creative mechanism of conceptual parameters. This is considered ineffective because it is not able to distinguish between very good and good performers. This describes consideration of an intervention process in that decision conferencing, process consultation and multi - criteria decision analysis can be used in a multi - methodological framework. The structuring phase requires to be developed into a multidisciplinary approach by a new model. The issues need to be identified in post-it sessions and using decision support system decision for constructing absenteeism management maps. Absenteeism measures need to be considered to define an index aspect of each cause.

Goal of study (advocated) in human decision behaviour is prediction. This research seeks to expand models, typically based on a rigorous axiomatic foundation, which can predict decisions humans. These models typically would take as inputs state of external world and generate as outputs actual decisions made. For this reason, studies can be viewed as aimed towards achieving both compact and most abstract models of decision possible. To date, absenteeism model of decision has not been informed by the way brain functions, although literature contains numerous study (advocated) on Homoabsenteeism. By absenteeism model, we mean one that disciplines analysis of observations by assumption of optimization that presumes that absenteeism agent has mechanism for processing information (Bayes’ rule) to arrive at decision based on utility function. Observations include not only decision between options, per se, but additional data, including length of time it
takes to make decisions, number of errors in decisions and psychophysical measurements such as functional magnetic resonance imaging (fMRI).

Including more than just observed decisions allows data to have an additional disciplining effect on theory. We extend this assumption of optimal behaviour to analysis of brain process producing a decision. To do this, we assume that there is an unobservable decision that an agent makes, consequences of which are reflected in all observable data that can be measured in decision process. That decision is strength of effort devoted to processing information in reaching a decision between options. As a conclusion, we propose a model that joins predictions of traditional psychological observations (time to decide and error rate) and predictions of relative brain activation (as measured by fMRI) dependent on exogenous characteristics of decision environment.

Even as it is recognized that brain (and consequent behaviour) does not operate perfectly optimally, there are several reasons why these assumptions can nevertheless be valuable. First, although complex forms of behaviour might not be optimal, simpler evolutionarily conserved mechanisms might prove to be closer to optimal, or at least to have been so in the environment in which they evolved. Second, an assumption of optimality can be a crucial step in development of formal model, as it is often easiest to define and precisely characterize optimal behaviour of a system. Formal model, in turn, enables generation of precise, testable predictions about system’s behaviour. Finally, even when behaviour (or neural function) turns suboptimal, defining optimal performance can provide useful benchmark against which to compare actual behaviour. Identifying ways in which behaviour systematically deviates from optimality can generate new insights into underlying mechanisms.

Homoabsenteeism model will soon play a crucial role in building of new reliable theories capable of explaining and predicting individual behaviour and strategic decisions. Main message is that individual is not one coherent body. Brain is a multi-system entity (with conflicting objectives, restricted information, etc.) and therefore decision-maker must be modelled. Before the modern model, Employee were modelled as individual players characterised by an input-output production function. Systematic study (advocated) of interactions between agents and decision processes within Employee (acknowledging informational asymmetries, incentive problems, restricted communications channels, hierarchical structures, etc.) led to novel insights. Applying a similar methodology to study (advocated) individual decision-making is the way to understand bounds of rationality.

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absenteeism is based on synchronized effectiveness and criterion and methodologies are inadequately described. With some degree of controlled exploration, there is a possibility of prescribing a standard benchmark apparatus. This necessitates adapting creative mechanism of conceptual parameters. This is considered ineffective because it is not able to distinguish between very good and good performers. This describes consideration of an intervention process in that decision conferencing, process consultation and multi-criteria decision analysis can be used in a multi-methodological framework. The structuring phase requires to be developed into a multidisciplinary approach by a new model. The issues need to be identified in post-it sessions and using decision support system decision for constructing absenteeism management maps. Absenteeism measures need to be considered to define an index aspect of each cause. It is imperative to know the present absenteeism system, identify shortcomings, if any, and recommend means to overcome the same thus ensuring development of Employees as well as Employee. There is a need to establish a framework wherein, absenteeism management can facilitate ratee and Employee development. Does the present arrangement in Employee meet Employee requirements. Does it enjoy implicit faith. These require examination. This is to explore that objectives of absenteeism are recognized and respected in principle and practice.

Assumptions & Limitations

Until now, research has not systematically integrated influence of emotions on decision-making. Since evidence from homoscience suggests that decision-making depends on prior emotional processing, interdisciplinary research under label of ‘Homoabsenteeism’ arose. The key idea is to employ recent homoscientific methods in order to analyze relevant brain processes. Due to its multidisciplinary nature, this investigation is subject to several kinds of misconceptions. Is homoabsenteeism study (advocated) of decision-making processes relevant for absenteeism? Depending on how we define ‘(homo) absenteeism’, it may or may not be relevant. The debate, however, seems futile. This research does not take a stand on that issue. Instead, it argues that question is of scientific interest and tools from absenteeism theory are well adapted to address it.

- Is there scientific support for ‘brain modularity’.
- Is there evidence of ‘strategic interactions’ between brain systems.
Can multiple brain system approach be defended on evolutionary grounds.

Are absenteeism models too simple to explain the intricacies of the brain processes.

Is the homoabsenteeism study (advocated) of decision-making processes relevant for absenteeism.

While there, are several benefits of using homoscience techniques in understanding human behaviour and decision making.

What happens in brain or what is activated when we make decisions or are in the process of making decisions or responding to outcomes.

Is the homoabsenteeism study (advocated) of decision-making processes relevant for absenteeism.

The proposed study (advocated) would enable Employee to upgrade its absenteeism policy (where applicable), improve absenteeism management and control processes to implement measures so as to combat absence effectively, efficiently and homoeconomically.

Implementation proposition is a relatively new area of Employee with distinctive perspectives and methodological challenges. Theories and models from many different disciplines could be valuable to furthering understanding of professional and organizational change. As a result, the proposed work will only make progress if the proposed work approaches this from a trans-disciplinary perspective integrating and transforming fields of knowledge from multiple perspectives to define, address and resolve complex real-world problems.

It is proposed to undertaken a number of methodological studies to develop implementation proposition methods including studies into: guideline development and presenteeism development of a method for assessing guidelines for absenteeism assessment, development of a framework for evaluating and adapting guidelines for local use, the design, conduct and analysis of cluster randomized trials and interrupted time series designs. The study (advocated) would develop a cluster randomized sample size to develop practical tools to support implementation researchers alongside ongoing programs of implementation.

**Conclusion**

Management must be made aware of the effects of absenteeism on an organisation. Supervisors and employers at all levels of an organisation must manage and control absenteeism effectively, efficiently and economically. The effective daily record keeping of employee absences is essential for managing and controlling absenteeism. An absenteeism policy must be implemented aggressively and be reviewed annually. Management must take proper disciplinary action against employees who are guilty of unauthorised absence from their workplace.
The study (advocated) of decision making require extensive empirical study (advocated) and setting for basic research on how ill-structured problems are, and can be, solved. Homoabsenteeism offers a solution through an additional set of data obtained via a series of measurements of brain activity at the time of decisions. The likely contributions are;

• Provides conceptual and philosophical framework for understanding and conducting homoabsenteeism research at the intersection of homoscience, absenteeism and psychology,
• Describes standard model for decision process that links and spans homobiological, psychological and absenteeism levels of analysis,
• Applies homoscience to homo-absenteeism and ties both fields to biological constraints in how we judge relative value and make decisions,
• Shed light on causes of behaviour (and therefore of homo anomalies) and help build new theories capable of explaining and predicting decisions,
• Measurement of brain activity provides information about the underlying mechanisms used by the brain during decision processes, In particular, it shows which brain regions are activated when a decision is made and how these regions interact with each other, This knowledge can then be used to build a model that represents this particular mechanism,
• Mismatch would yield emotion,
• Homo - absenteeism decision juncture would cause simulation to occur.

An important goal of homoscience is to elucidate the biological basis of human absenteeism. This goal serves many basic and translational purposes, including achieving a better understanding of absenteeism and cultural problems as well as developing better therapies for a broad array of mental disorders. Absenteeism homoscience is the investigation of the basic homobiological mechanisms underlying absenteeism behaviours. This includes studies of how absenteeism behaviours are mediated by the brain, as well as how absenteeism context modulates the cognitive functions of brain. The present attempt would (perhaps) contribute towards existing scholarship in following mode;

• Provide conceptual framework for understanding and conducting homoabsenteeism research at intersection of homoscience, absenteeism and psychology,
• Offer a solution through an additional set of data obtained via a series of measurements of brain activity at the time of decisions,
• Describe the first standard model for decision making process with intention of linking and spanning homobiological, psychological and absenteeism levels of analysis,
• Attempt to build brain-based models capable of predicting observed behaviour.
References:


Organisational Role Stress And Coping Strategies-
A Study On Women Police In Odisha

* Rashmi Mishra
** Sasmita Jena

Abstract

Recent times have seen dramatic changes in the traditional society of India. The old order, which confined women to the home, has been or is in the process of being replaced by a new one. The women of this country have entered in all fields – from medical to politics, administration to police force and to piloting planes. The present paper makes an attempt to identify different types of organizational role stress among women police. Majority of the respondents experience stress because of the conflict between the self-concept and the expectation from the role. It also tries to find out the coping strategies adopted by the women police at their work sphere to deal with their stress. Women police personnel have dissatisfaction towards their job responsibility and the resource allocation. The paper suggests some stress management strategies for the women police.

Keywords: Role stress, coping strategies, Women Police, management strategies

Introduction

The advent of industrialization, socio-educational advancement and the transformation of the society from an agrarian rural economy to an urban industrial one ushered in a new era of roles and definition of women work. Majority of women are primarily involved in labour intensive agricultural production and household production activities. The changing socio-economic factors in Hindu society have been the product and instrument for changes in the lives of women. Particularly, the rural and semi-urban educated women from middle class have come out of their houses due to their economic compulsion, soaring rise preference of modern living and to utilize the acquired education etc. The modern women are seeking newer and wider job horizons. With this the women of this country have entered in all fields – from medical to politics, administration to police force and also piloting planes.

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Women police are basically involved in those functions, which pertain to interrogation and search of women accused and victims of crime. The information provided by the various states give an impression that in addition to these functions wherever there are women police stations/ women protection cells, they perform all in house functions pertaining to these institutions. In quite a few states they are also given traffic duties wherever necessary. Now in a few states they perform welfare functions pertaining to police families. Women in police are expected to play entirely different role as compared to their counterparts in other professions. Police culture is characterized by authoritarian attitude, tough and complex nature of job, fear and anger and anger-provoking duty situations. It is to be appreciated that some states including Odisha are involving women police in welfare functions and public relations, some of which are:

- Locating and searching of women criminals
- Guarding and escorting of women prisoners, Interrogation of women prisoners
- Traffic duty
- Regulating women crowds
- Assisting male police in tackling women processions
- Performance of duties at the Air ports located in the state.
- Protection of neglected and unwanted children, victims of cruelty
- Recovery of missing women, girls and juveniles
- Escorting of female mental patients to institute.
- Guarding over female prisoners in police lock up. It is highly objectionable to leave young female prisoners, who are frequently ill, injured, pregnant in the custody of male police, particularly during the night. So in such situations women police perform their role.
- Investigation of certain crimes committed by women for eg. theft by domestic servant, fraud, kidnapping, infanticide, immoral trafficking in women and girls, dowry deaths where mother-in-law and sister-in-laws are usually involved alongwith husbands and crime against women, namely rape, molestation, cruelty on women and the girls, etc.

Women police, while discharging this unique job role in contrast to their inherent nature (softness, gentleness, submissiveness etc.) are more prone to conflict, tension and role stress as compared to women working in other areas. Today’s working women is expected to be an inspiring companion of her husband, proficient in the work of children and able in the handling of family budget. She is also expected to pursue a career, show skill and intelligence and be as competent as male in job. These multifarious activities coupled with responsibilities bred and lead to role stress. Various constraints faced by women police in their job sphere give rise to role conflicts, tension and stress in discharging the varied roles. The present paper focuses on the following objectives.
• To identify the problems faced by women police in their service organization with reference to role stress experienced by them in discharging their varied roles.

• To find out the coping strategies adopted by the women police at their work sphere to deal with their stress.

• To identify some stress management strategies for the women police to reduce the stress.

**Methodology**

Fifty women police personnel of different ranks viz. Inspectors (Insp), Sub-Inspectors (SI), Assistant Sub-Inspectors (ASI) and constables have been interviewed for collecting primary data. Group I constitutes constables, whereas Group II constitutes Inspectors (Insp), Sub-Inspectors (SI) and Assistant Sub-Inspectors (ASI). From each group 25 respondents have been selected by following simple random sampling method.

Schedules used for making opinion survey from the respondents consisted of certain items with regard to organizational role stress and coping strategies of the women police. Organisational role stress (ORS) items measured the various role-based stresses relevant to work life. It consists of fifty items each of which rated on five-point scale assigned scores of zero to four. Similarly there are twenty-six items under coping strategies, which rated on four-point scale assigned scores of zero to three.

The ten different types of organizational role stresses viz. Inter Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict (REC), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self Role Distance (SRD), Role Ambiguity (RA) and Resource Inadequacy (RIN) have been analysed in the context of women police.

Interview method, participant observation and focused group discussion have been adopted in order to collect information from the respondents with the help of the schedules. Secondary data have been collected from library, books, journals, research studies, etc.

**RESULTS AND DISCUSSION**

Urbanization, industrialization and increase in scale of operations are some of the reasons for rising stress. Stress is an inevitable consequence of socio-economic complexity and to some extent, its stimulant as well. People experience stress, as they can no longer have complete control over what happens in their lives. There are many constraints for the lady police personnel both at home and in the work environment. The problems and difficulties of working women are multidimensional and they need a deep probing.
Table 1 Showing Comparison Between the Mean values of organisational role stress variables between Two Groups of Respondents

<table>
<thead>
<tr>
<th>Variables Organisational Role Stress</th>
<th>Group – I Constable</th>
<th>Group – II ASI/ SI/ Insp.</th>
<th>t - value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>IRD</td>
<td>9.68</td>
<td>3.42</td>
<td>8.32</td>
</tr>
<tr>
<td>RS</td>
<td>8.36</td>
<td>5.29</td>
<td>7.64</td>
</tr>
<tr>
<td>REC</td>
<td>7.60</td>
<td>3.48</td>
<td>6.72</td>
</tr>
<tr>
<td>RE</td>
<td>9.24</td>
<td>3.53</td>
<td>7.16</td>
</tr>
<tr>
<td>RO</td>
<td>9.40</td>
<td>3.98</td>
<td>7.44</td>
</tr>
<tr>
<td>RI</td>
<td>7.84</td>
<td>4.00</td>
<td>5.20</td>
</tr>
<tr>
<td>PI</td>
<td>8.08</td>
<td>3.17</td>
<td>6.48</td>
</tr>
<tr>
<td>SRD</td>
<td>9.20</td>
<td>3.28</td>
<td>6.28</td>
</tr>
<tr>
<td>RA</td>
<td>7.32</td>
<td>4.23</td>
<td>5.84</td>
</tr>
<tr>
<td>RIN</td>
<td>8.08</td>
<td>3.23</td>
<td>8.24</td>
</tr>
</tbody>
</table>

Note: * P< 0.05  
** P < 0.01

It is observed from the Table-I that the Group I consisting of women constables have obtained consistently higher scores on all the organizational role stress items. An item wise analysis shows that IRD, RO, RE and SRD are dominant, but RA, REC and RI are comparatively less contributors to role stress in case of the constables. The possible reasons for the higher values on these items may be the nature of women police job, their work environment and job responsibilities. There is conflict between their organizational role and other roles while they are discharging their duties.

Most of the women constables feel that people expect much more from their role than what they can do, which lead towards stress. Role Overload likely to occur where role occupants lack power. Many women constables like to perform same roles, which have been given to others. They feel the new role assigned to them is less important compared to their previous role. Majority of the respondents experience stress because of the conflict between the self-concept and the expectation from the role. Most of them entered the police service in order to raise family income. Role ambiguity, role expectation conflict and role isolation have relatively less contributors towards role stress. Women police work as a team and interact with each other.

With regard to role stress of the women ASI, SI and Inspectors (Group II) it is found that the Mean values are more relating to IRD, RIN compared to other items. It may
be due to the reason that respondents working in the police stations face non-availability of resources needed for their effective role performance. There are inadequate infrastructure facilities, human resource, lack of material, finance and other facilities. At the same time most of the women police of this group experience conflict between their overload and other familiar role while performing their duties. Inspectors/ Sub-Inspectors and Asst. Sub-Inspectors have also felt that their work at times have been hampered due to non-availability of external resources, which are basic and important for them than any thing else.

Table -I shows that the minimum amount of role stress experienced by Group II respondents are Role Isolation and Role ambiguity because most of the respondents are very clear about their roles vis-à-vis the expectations of others. As they work in-group they interact with others so the role isolation is low.

In order to test the difference between the Mean Scores of the two groups on organizational role stress, t- values have been computed in table-I. A comparative analysis between the two groups shows that Group I (constables) and Group II (ASI/SI/Insp.) differ significantly relating to Self-Role Distance (P < 0.01) and Role Isolation (P < 0.01). The possible reason may be the nature of work of the constables, who experience more conflict between their self role, self concept and their workload compared to the women ASI/SI/Insp. Most of the women constables may feel isolated due to their position/rank in the police department. Though changes have been made in the police department after independence, still the police follow the military ethos.

Group I and Group II also differ significantly with regard to Role Erosion (RO) (P < 0.01), Role Overload, Personal Inadequacy. Since the role performed by the Group II is more challenging, women constables feel themselves less important. Women constables also are given overnight duties and other functions in the organization having less power compared to the ASI/SI and Insp. The possible reasons may be that constables feel more stress as they lack more skill or adequate preparation to perform their role compared to Group II women police personnel.

On the whole, the analysis indicates that the groups (constables, asst. Sub-Inspectors, Sub-Inspector and Inspectors) have faced a conflict between their organizational role and their familiar role as mother, wife, etc. It is difficult for them to play multiple roles, which may be due to less cooperation from home and greater responsibilities at office. Due to odd working hours, they are unable to devote enough time for their home and social life. It has been observed that all the respondents have entered police job before marriage. But our patriarchal norm is so strong and dominant that the women police lack co-operation from their family member and relatives while discharging their duties.

Changes are inevitable in any social order and police have to cope with change at societal level. Police cannot help the direction and dimension of change in the social order.
It only allows or hinders the change depending upon the side it happened to be either way it aligns with the forces, which accelerate or resist change in environment or within itself.

Individuals and organisations cannot remain in a continuous state of tension. When individuals experience stress, they try to adopt ways of dealing or coping with it as they cannot remain in a continual state of tension. This chapter analyses different types of coping strategies adopted by the respondents. The five types of coping responses viz. Appraisal Focused (AF), Information Seeking (IS), Problem Solving (PS), Affective Regulation (AR) and Emotional Discharge (ED) have been analysed in Table -II.

Table 2 Showing Comparison Between the Mean values of Coping Responses between Two Groups of Respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group – I Constable</th>
<th>Group – II ASI/ SI/ Insp.</th>
<th>t value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraisal Focuses (AFC)</td>
<td>4.52 2.08</td>
<td>5.16 1.82</td>
<td>1.156</td>
</tr>
<tr>
<td>Information Seeking (IS)</td>
<td>10.36 2.64</td>
<td>12.08 3.73</td>
<td>1.885 *</td>
</tr>
<tr>
<td>Problem Solving (PS)</td>
<td>5.88 3.47</td>
<td>6.84 2.62</td>
<td>3.873 **</td>
</tr>
<tr>
<td>Affective Regulation (AR)</td>
<td>6.96 2.42</td>
<td>7.52 2.62</td>
<td>0.787</td>
</tr>
<tr>
<td>Emotional Discharge (ED)</td>
<td>5.68 2.43</td>
<td>5.92 2.86</td>
<td>1.668</td>
</tr>
</tbody>
</table>

* P< 0.05  
** P < 0.01

It is observed from the Mean Scores (table II) that lady constables adopt Information Seeking, Affective Regulation more frequently compared to other coping strategies. They discharge their stress by talking with relatives, spouse, friends and family members. They also interact with lawyers, counselors. Constables also evaluate the situation positively and get busy with other things and have kept their mind off the problem.

Table -II shows that the ISI, SI and Inspectors use Information Seeking, Affective Regulation and problem solving more frequently compared to Appraisal Focussed and Emotional Discharge coping strategies. Having more educational, technical skill they interact with other professionals and make a plan of action.

It is evident from Table -II that women constables, ASI, SI and Inspectors use Information Seeking very frequently, because most of the respondents contact their friends, relatives and persons with similar experience while they experience stress. They also try to know about the situation in detail and take advice, guidance from other professionals like lawyer, counselor, etc.
There is least use of Appraisal Focused responses among the women constable, Asst. Sub-Inspectors, Sub-Inspectors and Inspectors. In dealing with stressful situation they adopt several alternatives moderately. As reported by them that in spite of stepping back from the situation they try to face the situation. It indicated that the two groups differ significantly \((P < 0.01)\) with regard to Problem Solving response. The Group II women police personnel use more frequently the problem solving coping strategies compared to Group I (constables) As most of the Group II respondents are in-charge of police stations and having more job responsibilities they chose this coping strategy compared to the women constables. They make a plan of action and follow it, compromise to get some positive from the situation, etc.

The \(t\) – value (table -II) shows that the two groups differ significantly \((P < 0.05)\) relating to Information seeking and problem solving coping strategies. The possible reason may be that the Group II personnel having more job responsibilities and educational and financial skill are more prone to adopt information seeking and problem solving coping strategies compared to women police constables. As most of the respondents of Group II are in charge of police stations and higher job responsibilities, they adopt Problem Solving strategies more frequently.

Thus constables use Information Seeking strategies in a greater degree, which is quite similar in case of ASI/SI/Insp. Problem solving strategy has greater use among the ASI/SI/Insp. compared to women constables.

**CONCLUSION**

Today’s work environment is much more unpredictable and unstable than before. In recent years women’s work participation is increasing in all fields. Police department is no more exception. Now a day’s women are taking challenges and entering into the male dominated government structure like police. It calls for effective coordination and effective relationship amongst all levels of personnel working in the organization. However it has been the experience of many, that coordination seems to be a perennial problem in a hierarchical set up. In an organization people are structured into different systems of relationships.

While discussing the quality mated to womanhood it can be observed clearly that women are being given equality only in pen and paper not in reality. Now the modern women are fighting for equality. But the fact remains that without control or harmony, humanity cannot deliver goods properly. The women especially those who are working should be protected from exploitation and from the condition of work which would endanger their physical and mental development. They should be ensured of safety in their workplace. They should be kept out from night work and should not be allowed to carry heavy loads.

As women police doubly burden with the professional and personal life they face so many problems. In one hand they think by joining in this profession they have taken a
challenge in life, but on the other hand in some cases they are not capable enough to manage both the responsibilities well. In the present study they have expressed that they undergo through stresses many a time due to many reasons like in the social life they have not much time to spend with family, friends etc. Sometimes they have to suppress their other interests in addition to their personal interest. Being a hierarchical structure they are too preoccupied, and there is less opportunities to learn and prepare to take higher responsibilities in future. Though they work in a strict hierarchical structure they get very little scope to exercise their training and expertise. Always they have to obey the orders of the higher officials whether a male or a female. Some times they also have to do multiple activities in their roles, without being provided sufficient resources. Even sometimes they have to join their duties without proper job description.

The major findings show that though the nature of work performed by police personnel viz. ASI, SI, Inspector and Constables seemed to be more or less same still the later has to work in a situation which demands longer working hours with lesser provisions for leave and neglecting family more as compared to the higher rank police personnel. The findings of the present study clearly review that the two groups ASIs, SIs, Inspectors significantly differ from constables with regard to their experience of self-role distance, role isolation, role overload and personal inadequacy.

Self-role distance refers to conflict of one’s values and self-concepts with the requirements of the organizational role, constables experience more stress due to their long working hours, lower rank and strict hierarchal structure. These two groups also differ significantly because there are conflicting demands made on their role by different persons in the organization. Constables also feel more stress as they feel that there is not much challenge in the functions given to their role compared to Inspectors, SIs and ASIs. They also feel that there is too much expected from their roles than what they can cope with. The present study shows that most of the women constables experience role overload, inter-role distance, role erosion and self role distance stresses. In case of Inspectors, ASI, and SIs, it is found that they experience conflict between their work demands and family demands, they also feel that there is non-availability of resources needed for their effective role performance.

With regard to coping responses, it is found that most of the women constables adopt information seeking, affective regulation strategies more frequently compared to other strategies. They interact with their family members, relatives, friends and keep themselves away from the problems at times.

On the other hand, Inspectors, SIs and ASIs use information seeking, affective regulation and problem solving more frequently than other strategies. They contact lawyers, counsellors and take their advice and guidance. They also interact with friends, relatives and persons with similar experience while they experience stress.
Findings show that the two groups differ significantly on problem solving and information seeking coping strategies. Women police need to undergo training from time to time keeping in mind the changing scenario in every respect. Training should focus more on emotional stability, self-respect etc.

During the interaction women police personnel have expressed their dissatisfaction relating to their job responsibility, the resource allocation. They work in a very poor working condition, where there is not any motivating factor. When a person is not satisfied with his/her job then that person has to lead a stressful professional life. It will also affect the personal life. Lady police personnel are facing problems in their day to day life like heavy workload, poor working environment, negative attitude of the family members, lack of time to interact with family and friends, problems of getting married, etc.

The police personnel either in the capital city or inside the police station seemed to lack the physical facilities to work. Lack of technical skill and vehicles constrained them to help the people. Thus, steps should be taken to mobilize the human resources within and outside the organization so that the best can be done with the available physical facilities.

Women police should be protected from the working conditions, which would endanger their physical and mental development. They are being manipulated, abused, face exploitation many a time from within. They should not be harassed by the male counterparts inside the organisation. The role of women should not be considered inferior. Their involvement in decision-making is very necessary as well as important. The superiors should appreciate and recognize the work of their subordinates and provide them moral support from time to time. The grievances of the lower level police personnel should be paid due attention. There should be sharing of mutual problems, supporting and understanding attitude of the staff of the organisation.

References:
Socio-Cultural Influence on Cognitive Style: Analysis of Tribal and Non-Tribal Respondents

* Laxmi Rani

Abstract

Culture plays a vital role in the development of human personality. The main purpose of the present study was to compare the Tribal and Non-Tribal respondents in respect of their cognitive style and socio-economic status. An empirical study was conducted to examine the effect of culture on cognitive style of the adolescents of Tribal and non-tribal of Bihar & Jharkhand (India). An incidental cum-purposive sample of 960 has been taken which consists of both the boys & girls. PDS, EFT and SES Scales have been used for data collection related with personal information, socio-economic status and cognitive style respectively. The obtained data were statistically analysed. Critical ratio test(t) was used to examine the effect of culture on cognitive style of the respondents. The non-tribal children were found significantly more field independent, while the tribal children were more field dependent in context of culture on cognitive style.

Key Words: PDS, EFT, SES, Field Independent, Field Dependent, Perceptual, Cognitive Style and Tribal, Non-Tribal.

Introduction

The present study emphasized the effect of culture on cognition. The word cognition comes from the Ancient Greek word “gnosko” meaning “I know” or knowledge. In the present study cognition is used as a perception of the object named cognitive style. The concept of cognitive style was developed by Witkin (1967) and Cognitive style was defined as, “the characteristics self-consistent modes of functioning which individuals show in their perceptual and intellectual activities”. Witkin studied several related factors and individual differences in the field of perception and on the basis of his studies individuals were designated as Field-dependent and Field-independent.

Culture plays an important role in the development of human personality. The term culture has been defined in different ways. Benedic defined culture as a complex whole which included all the habits acquired by man as a member of the society. Klucknohn said “A culture refers to
the distinctive way of life of a group of people, their complete design for living.” Peter Stratton and Nicly Hayes—(1991) said- “Culture is a general term used to describe the set of accepted ideas, practices, values and characteristics which develop within a particular society or people.” It is in the sense that the culture will be used for practical purposes.

Culture refers to the distinct way of life of a group of people; their complete design for living. Every culture has some established behaviour patterns which influence the development of personality differently. Due to the institutionalization of their behaviour patterns all the members of a culture or group have some similar thoughts and behaviours. Kardiner’s (1945) basic type personality, Dubois (1944) Model personality and national character are based on this observation. Linton (1945) has stated that, “Culture is the sum total of ideas, conditioned emotional responses and patterns of habitual behaviour which the members of that society have acquired through instruction or imitation and which they save to a greater or lesser degree.” He stated that personality is being shaped in three ways. Firstly, the childhood experience have stable effect on the growth of personality. Secondly, culture determines child rearing practices or parenting styles which have definite but differential effect on the development of children’s personality. Thirdly, similar experience of childhood lead to the emergence of alike personality traits such as personality traits such as cognitive differentiation, ego strength, self-concept, emotional stability, hetero sexuality, dependence proneness, etc. Cultural norms, cultural relativism, and cultural residue do have their impact on shaping personality and character Reber (1995).

The term cognitive style is introduced by Witkin to describe the concept that individuals constantly exhibit stylistic preferences for the ways in which they organize stimuli and construct meanings for themselves out of their experiences. Witkin (1971) defined cognitive style as, “the characteristic, self-consistent modes of functioning which individuals show in their perceptual and intellectual activities. These cognitive styles are manifestation in their cognitive sphere of still broader dimensions of personal functioning which cut across diverse psychological areas.”

Witkin and his colleagues summarized relationship between perception and personality of the individual in his first book “Personality through Perception” (1954). He asserted that individual designated “Field dependents” were found to be passive and had poor impulse control and undifferentiated self-concept. The results of these studies supported the hypothesis that “the individual differences we have been observing are definable in terms of degree of dependence on the structure of the prevailing visual field, ranging from great dependence, at one extreme, and the ability to deal with the presented field analytically or to separate an item from the configuration in which it occurs, at the other” (Witkin etal. 1954).

Cognitive style, a character trait which may be taken as a manner of perceiving external objects, covers a very wide range of personality factors in all human behaviour.
One individual differs from the other in his perceptual style because each individual organises environment in his own way, and his mode of functioning is called his cognitive style.

In addition to differing in IQ, children clearly differ in their cognitive styles—their characteristic and preferred ways of reacting to intellectual challenges. One aspect of cognitive style that has been researched extensively is reflection/impulsivity as a dimension that refers to the amount of effort people display when deciding which of several possible solutions to a problem is correct. Children classified as impulsive tend to answer very quickly, often picking the very first alternative that seems correct without carefully examining all the possibilities, consequently, they make many errors in perception and behaviour. By contrast, children classified as reflective, typically pause to consider all the alternative before responding, and they make fewer errors.

**A reflective style** would appear to be conducive to academic achievement for many scholastic challenges and accuracy is more highly valued than speed of responding. Reflective children often have an easier time with reading and memory tasks than impulsive do, and as a result, they perform better at school (Kurtz & Borkowski, 1987;). Also, children generally become more reflective as they get older, suggesting that reflectivity is more developmentally mature than impulsivity (Salkind & Nelson, 1980). Yet not all impulsive will catch up to their move reflective peers, for individual differences in reflection/impulsivity as found even among adults (Zelniker & Jeffrey, 1979).

Whatever academic deficiencies impulsive children display, are probably not due to a lack of general intellectual ability, for the IQs of impulsive children are not only slightly lower than those of their reflective peers (Bjourklund, 1989). And yet, impulsive children may be intellectually less competent in other ways, for example they seem to know less about memory process (metamemory) and about how to plan and monitor their cognitive activities (metacognition) than reflective children do (Kurtz & Borkowsky, 1987). So it is conceivable that both sides of the “cognitive style versus competence” debate are correct. By virtue of their tendency to invest little effort to their work and to make many errors (cognitive style), impulsive children may fail to develop the kinds of metacognitive competencies (ability) that would permit them to respond more constructively to the intellectual challenges they face. In other words, individual differences in reflection/impulsivity may be a matter of both style and ability (Smith & Kemler Nelson, 1988).

Cognitive style is also explained in terms of **field independence and field dependence**. A field dependent is one whose perception is strongly dominated by the overall organisation of the surrounding field, and the parts of the field are experienced as ‘fused’. On the other hand, a field independent perceiver experiences the parts of the field as discrete from organised ground. Numerous studies have reported consistent tendency among individuals to perceive in a field dependent or field independent fashion (Gardner, 1957; 1961).

The pattern in which the children are socialized and the effect of parental behaviour during rearing of the children leads to the development of different personality traits in
them. As early as 1934 Benedict reported her observations about the role of variations in children rearing practices on the development of different personality traits in the children belonging to three different cultural groups namely, Tehambuli, Mundugomar and Arapesh (Benedict, 1934). A group of studies have also reported individual differences in cognitive style due to early experience of socialization in the family (Witkin et al. 1962). Further studies have also indicated that children experiencing liberal and permissive treatment from their parents in early age of socialization leading to their autonomy, showed the growth of field independent perception in them (Bardy & Cusumano, 1967; Dershowitz, 1966).

Keeping in view the above discussions the following styles of cognitive functioning may be mentioned here – Field Independence vs Field dependence: This refers to a consistent mode approaching the environment in analytical way as opposed to global terms. It denotes a tendency to participate figures as distant from those backgrounds and facility in differentiating objects from embedding contexts as opposed to counterdependency to experience events globally in an undifferentiated style. The field independent pole includes competence in analytical functioning combined with an impersonal orientation. On the other hand the field dependent pole reflects correspondingly less competence in analytical functioning combined with greater social orientation and social skills (Witkin and others, 1954; Witkin et al, 1962; Witkin and others, 1973).

Reflection vs Impulsive: This refers to individual consistencies in the speed and adequacy with which alternative hypotheses are formulated and information is processed. Impulsive persons are those who have the tendency to offer the first answer that occurs to their mind irrespective of the fact that it is incorrect. On the other hand reflective persons are those who have the tendency to ponder various possibilities before they give a particular answer. It is obvious that this dimension is mainly concerned with the degree to which the person reflects on the validity of his hypotheses relating to the solution of a problem (Black and Harrington, 1974; Kaggan and Kaggan, 1970; Kaggan and Morse, 1975).

Cognitive style includes variables within a single dichotomy such as global-holistic VS focused-detailed, field-dependent VS field independent-construct, which has become a sort of general theory of perception, intellect, and personality. Reber – (1995) stated that the characteristic style or manner in which cognitive tasks are approached or handled several dimensions have been identified along which individual’s cognitive style can be shown to differ specifically in Level-shaping-sharpening and field dependent, field independence cognitive style has been defined as self evident modes of functioning that the individual source in his perceptual and individual activities (Witkin-1967). It has been conceptualised as a stable attitude of habitual strategy, which determine of persons of typed modes of perceiving remembering and problem solving. There are several style of perceiving, judging or evaluating things such as field dependence VS field independence, reflection VS impulsivity, risk taking VS cautiousness, tolerance VS unrealistic experiences, constricted VS flexible control. Conceptual VS perceptual motor, dominance, strong VS Weak automatization conversing VS diverging etc. Among which field dependence VS field independence will be under taken in the present study as dependent variable.
A field dependent individual is he, who is found to be passive and less competent in analytical functions having greater social disorientation a poor impulsive control and differentiate self concept. On the other hand a field independent individual is he who is found to be more active and competent in analytical functioning having less social orientation and more impulsive control (Witkin – 1967) Brovesman – (1960). Witkin, Moore, Goodenough and Cox’s (1977) defined field independence is “The extent to which a person perceives part of a field as discrete from the surrounding field as a whole, rather than embedded in the field; or the extent to which the person perceives analytically.” Cognitive style in the form of field dependence and field independence had been studied in relation to Tribal and non-tribal culture. Witkin described individuals who tended to rely on external cues and were less able to identify an embedded figure in an organized field being field dependent and those who tended to rely on internal cues and were more able to identify on embedded figure in an organized field being field independent.

The central feature of this style is the “extent of autonomous functioning” (Witkin Goodenough & Otman, (1979). This means that the key dimension individuals can be placed on is whether they characteristically rely on the external environment as a given rather than working on it. As the name suggests, those who tend to accept or rely on the external environment are relatively more field – Dependent, while those who tend to work on it are relatively more Field Independent. Witkin (1969) argues that “The style of functioning we first picked up in perception – manifests itself as well in intellectual activity.” Field Dependent or field independent are the perceptual components of a particular cognitive style thus at one extreme there is a tendency for experience to be diffuse and global; the organisation of a field as a whole dictates the way in which its parts are experienced. At the other extreme the tendency is for experience to be delineated and structured; parts of a field are experienced as discrete and the field as a whole is structured.”

The construct FD and FI has become very broad over the years and the cognitive style in the form of Field dependent and field independent had been studied in relation to cultural variation.

Objectives:

(a) The major objective of the present study was to examine the effect of cultural variation on cognitive style i.e., to compare the cognitive style of tribal children with their non-tribal counter parts.

(b) The second objective of the study was to see the Effect of Socio-Economic Status on cognitive style of the respondents.

Hypotheses:

(1) Tribal & non-tribal children would differ significantly in respect of their cognitive style. It is likely that the tribal children would be found more field dependently, while the non-tribal children would be found more field independent.
Cultural variation would show significant effect on socio-economic status of tribal and non-tribal children.

Methodology

Sample:

The study was conducted on an incidental-cum-purposive sample consisting of 960 subjects drawn from a population of 3000 students. Half of the sample consisted of tribal children (N=480) reading in +2 of Ranchi district (Jharkhand). The other half of the sample consisted of Non-tribal children (N=480) reading in +2 of Muzaffarpur district (Bihar, India). Each half consisted of male & female children belonging to urban and rural regions in equal number but having variant in socio-economic status.

Research Tools: The following research tools were used in present study:-

(a) Witkin’s Figures Embedded Test.
(b) Personal Data Sheet.
(c) Sharma’s Socio-Economic Scale.

RESULT AND DISCUSSION

The results showed the effect of different independent variables on certain dependent variables. The main independent variable was cultural affiliation and in that respect dependent variables were cognitive style.

The study included 960 subjects belonging to two North Indian cultures namely tribal culture and non-tribal culture in equal number. So, it was called a cross cultural study.

Cognitive style, a major type of cognitive differentiation was defined as a characteristic trait which may be taken as a manner of perceiving external objects. There are several styles of cognitive functioning, among which field dependent and field independent are most widely known and studied. A field dependent individual is he who is found to be passive and less competent in analytical functioning, having greater social disorientation, poor impulsive control and undifferentiated self-concept. On the other hand a field independent individual is he who is found to be more active and competent in analytical functioning, having less social disintegration, and more impulsive control (Witkin, 1965, 1967, 1971; Brovesman, 1960).

In the present study cognitive style has been studied as a dependent variable in context of cultural affiliation. An attempt was made to compare the non-tribal and the tribal subjects in respect of their cognitive styles. Their respective scores on Witkin’s Embedded Figure Test were collected in terms of time in seconds. Then, Median of the scores was calculated. Those falling at and above the median value were placed in field dependent group and those falling below it were placed in field independent group. Then chi-square test was employed to examine the significance of differences in the percentages of Tribal
and Non-Tribal subjects separately falling in the field dependent and field independent
groups. The findings based on chi-square test were recorded in table 1.1

Table 1.1 Chi-square is showing the significance of differences in percentages of non-
tribal and tribal subjects in respect of cognitive styles.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Field dependent</th>
<th>Field independent</th>
<th>F²</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tribal</td>
<td>168(35%)</td>
<td>312(65%)</td>
<td>13.541</td>
<td>1</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Tribal</td>
<td>288(60%)</td>
<td>112(40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results contained in table 1.1 showed significant difference between the non-tribal and tribal subjects in their cognitive styles ($\chi^2=13.541$, df=1, p<.01). 65% non-tribal subjects belonged to field independent group and only 35% belonged to field dependent group. On the other hand only 40% tribal subjects belonged to field independent group and 60% belonged to field dependent group. The finding was interpreted in terms of greater freedom on the part of the non-tribal subjects and greater conservatism on the part of the tribal subjects. Thus, the first hypothesis was confirmed.

Application of t-test:

It was thought proper to use critical ratio test for examining the difference between the scores obtained by the non-tribal and tribal subjects on Witkin’s Embedded Figure Test. It was warranted in view of the large size of the sample (N=960) to apply a parametric test, namely t-test for data analysis. The results obtained on the basis of t-test were mentioned in table 1.2.

Table 1.2 Critical ratio is showing the significance of difference between the non-tribal and tribal subjects in their cognitive styles.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tribal</td>
<td>480</td>
<td>49.25</td>
<td>17.15</td>
<td>.78</td>
<td>14.05</td>
<td>958</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Tribal</td>
<td>480</td>
<td>66.25</td>
<td>20.38</td>
<td>.93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The critical ratio test also showed significant difference between the non-tribal and the tribal subjects in their cognitive styles ($t=14.05$, df=958, p<.01). The non-tribal subjects having a mean score of only 49.25 were found significantly more field independent, while
the tribal subjects having a mean score of 66.25 were found more field dependent. Thus, the first hypothesis was confirmed. The finding was interpreted as above (table-1.1).

Attempt was made to examine the impact of cultural affiliation of tribal respondents (N=480) and non-tribal respondents (N=480) on their socio-economic status level. The socio-economic status levels of the tribal and non-tribal respondents were determined using Sharma’s SES scale. The median value of the scores obtained on the SES was determined. Those falling at and above the median score were placed in high socio-economic group and those falling below it were placed in low socio-economic group. The percentages of the tribal and non-tribal respondents falling in high and low socio-economic groups were determined. Chi-square test, a non-parametric test which suited to the nature of the data, was used for the analysis and treatment of the data and the results thus obtained were recorded in table 1.3 given below.

Table 1.3 Chi-Square is showing the effect of cultural affiliation on socio-economic levels of tribal and non-tribal respondents.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Socio-Economic Status</th>
<th>$f^2$</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tribal</td>
<td>High</td>
<td>312</td>
<td>480</td>
<td>0.65</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>168</td>
<td></td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Tribal</td>
<td>High</td>
<td>144</td>
<td>480</td>
<td>0.30</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>336</td>
<td></td>
<td>&lt;.01</td>
</tr>
</tbody>
</table>

The results recorded in table 4.3 showed significant effect of cultural affiliation on socio-economic status level. 65% of non-tribal respondents and only 30% of tribal respondents were found belonging to high socio-economic group. On their other hand 70% of tribal respondents and only 35% of non-tribal respondents were found belonging to low socio-economic group. Thus non-tribal respondents were found having intellectual superiority in a significant way over their tribal counterparts ($f^2=24.56$, df=1, p<.01). Thus the hypothesis no. 2. was retained. The socio-economic superiority of the non-tribal respondents was interpreted in terms of higher socio-economic condition and more stimulating environmental conditions on the part of the non-tribal children as compared to their tribal counterparts.

Application of t-test:

For the verification of the results based on chi-square test a parametric test namely, t-test was also used. The mean, SD and SE of the scores on SES were calculated separately for the tribal and the non-tribal children. Thereafter t-test was applied and the significance of difference between the two means was examined. The results thus obtained were recorded in table-1.4 given below.
The significance of the difference between the non-tribal and the tribal children in terms of socio-economic is shown in this table.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-tribal</td>
<td>480</td>
<td>43.13</td>
<td>9.27</td>
<td>.42</td>
<td>11.22</td>
<td>958</td>
<td>&lt;.01</td>
</tr>
<tr>
<td>Tribal</td>
<td>480</td>
<td>34.94</td>
<td>12.83</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings contained in table-1.4 showed superiority of the non-tribal children over the tribal children in terms of high SES. The mean value of the non-tribal children was found significantly greater than the mean score of the tribal children. The difference between the two means was found highly significant ($t=11.22$, $df=958$, $p<.01$). Thus the hypothesis no. 2 is retained even in the light of the findings based on t-test and the interpretation of the findings remaining the same as above.

The results interpreted and discussed in the light of relevant studies. The Non-tribal children were found significantly more field independent, while the tribal children were more field dependent as shown in Table – 1.1.

Conclusion:

In the light of the findings of the present study as shown in table – 1.1 & 1.2 the following conclusions have been drawn. The tribal children have been found more field dependent, while their non-tribal counterparts have been found more field independent.

Socio-economic level has been found negatively and significantly co-related with cognitive style in both the cases of tribal & non-tribal children in other words the high socio-economic groups of subjects has been found more field independent while the low socio-economic group has been found more field dependent in respective of cultural variation.

References:


Kennith, M.G (1978): Cognitive style: five approaches and relevant research, John Wiley and sons, INC.


Mining Sector and Odisha Economy

* Gitanjali Panda

Abstract

In this paper an attempt has been made to show the economic significance of mining sector in the context of Orissa Economy in terms of value of total extractions, total employment generation and contribution of mining sector to State Gross Domestic Product and total revenue generation. Despite being the highest mineral-rich state of the country, the state is designated as one of the poorest states because benefits of mining have gone to few hands caused by large scale corruption. The paper has explored how corruption starting from allotment of lease till the valuation of minerals and fixation of royalties has deprived the state exchequer from its dues, resulting in greater inequalities between the rich and the poor in the state.

Keywords: Mineral Policy, 2008, Mineral Revenues, Lokayukta

Introduction

Minerals have been major natural resource exploited by humans from times immemorial. The rapid industrialization and infrastructure development has resulted in increased demand and large scale exploitation of the mineral resources. In this regard, National Mineral Policy, 2008, recognizing minerals as vital raw material for infrastructure, capital goods and basic industries, emphasizes on the need for adoption and use of scientific methods for maximizing mineral exploration and prospecting for mining, beneficiation and economic utilization. It has also identified key priority areas such as enhancing resource and reserve base through exploration and internal acquisition, reducing permit delays, putting in place core enablers infrastructure, human capital, and technology, ensuring sustainable mining and sustainable development around mining. Emphasis has been laid on creating information, education and communication strategy to achieve the goal.

Odisha is one of the mineral rich states of the country having a special distinction in the country’s overall mining sector. Bounded by latitudes 17 49-22 34 N and longitudes 81 23-87 29 E, having an area of 1, 55,707 sq.km and a 477.6 km-long coastline the state has geological continuity with the bordering states of West Bengal, Jharkhand, Chhatisgarh and Andhra Pradesh which together account for some of the major rock groups of Indian stratigraphy. It has attracted large scale private investments to mining sector in last two decades. Large scale illegal mining in

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Orissa has caused damages for the economy as a whole, particularly the life of tribals who are the inhabitants of mining area. Keeping this in view, the paper examines the significance of mining for the growth of the economy and to discuss the sources of corruption in this activities and its socio-economic and environmental impact around the mining area.

**Economic Significance of Mining in Orissa Economy**

The total value of minerals produced in Odisha is highest in the country. Its share in the all India total is 11.89% while it is 7.13% for Rajasthan and 6.74% for Gujarat. The contribution of other states like Madhya Pradesh, Assam, Andhra Pradesh, and Karnataka is 4.99%, 4.79%, 4.63% and 3.78% respectively in 2010-11 (Indian Bureau of Mines). As per the Odisha Economic Survey 2011-12, state ranks highest in India in recent years in term of value of output of minerals and its share has been increasing. The mining sector contributes about 7.3% of the real GSDP of Odisha. Its contribution to the industry’s sector is of the order of 25%. The sub-sectors has grown, in real terms at 2004-05 prices, at an average annual growth rate of 3.56%. It is indicated that though Orissa is having the highest resource base, the contribution of minerals to SGDP is not satisfactory. Being a favored investment destination of global investors, this sector seems poised for rapid growth. But the irony of the situation is that despite being the most mineral-rich state, it is one of the poorest state of the country, few people of the state have become rich capitalist at the cost of the state natural resources.

**Significance of Mining in terms of Employment Generation**

The indicator of the economic significance of sector is often reflected through its employment generating capacity as unemployment is one of the major challenges faced by Odisha as well as India.

**Table 1.1 Direct Employment in the Minerals Sector in Odisha**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>No.of Employment</th>
<th>Annual Growth of Employment (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>52937</td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>49837</td>
<td>-5.865 (compared to 200-01)</td>
</tr>
<tr>
<td>2005-06</td>
<td>55764</td>
<td>11.89</td>
</tr>
<tr>
<td>2006-07</td>
<td>47376</td>
<td>-15.042</td>
</tr>
<tr>
<td>2007-08</td>
<td>49176</td>
<td>3.801</td>
</tr>
<tr>
<td>2008-09</td>
<td>44167</td>
<td>-10.19</td>
</tr>
<tr>
<td>2009-10</td>
<td>43705</td>
<td>-1.05</td>
</tr>
<tr>
<td>2010-11</td>
<td>51877</td>
<td>18.69</td>
</tr>
</tbody>
</table>

*Source: Director of Mines, Orissa, Odisha Economic Survey, 2011-2012*

Mining and Quarrying provides employment to different sections including tribal groups. The above Table 1.1 shows the number of workers directly engaged in various mining
activities from 2004-2005. There has been negative growth in some of the years because this sector has been increasingly employing labour-saving and capital-intensive production techniques and technology over the years. However, the employment has touched 51,877 by the end of 2010-2011 showing an increase of 18.7% over 2009-2010. Thus, the mining sector has not been pro-poor in terms of creating employment for the poor, contributing towards their social development.

Revenue Collections, Value of Production from Mining Activities in Odisha

The table 1.2 indicates that the importance of mining activities in Orissa during 2001-2011 in terms of revenue collections, percentage contribution of mining to Gross State Domestic Product and percentage of revenue from mining to total revenue and growth rate total production of minerals and value of production which have shown a upward trend.

Table 1.2

<table>
<thead>
<tr>
<th>Year</th>
<th>Total collection of mining revenue (in crores)</th>
<th>Contribution of mining to GSDP (in crores)</th>
<th>State GSDP</th>
<th>% contribution of mining to GSDP</th>
<th>Production (in lakh tons)</th>
<th>Value of production (Rs in Crores)</th>
<th>Total Revenue receipts (Rs in Crores)</th>
<th>% of mining revenue</th>
<th>% of Revenue in Mining to total revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>378.36</td>
<td>2503.44</td>
<td>46755.74</td>
<td>5.35</td>
<td>749.81</td>
<td>2910.47</td>
<td>7047.98</td>
<td>5.37</td>
<td>5.36839241</td>
</tr>
<tr>
<td>2002-03</td>
<td>443.54</td>
<td>3012.73</td>
<td>49712.61</td>
<td>6.06</td>
<td>873.62</td>
<td>3694.17</td>
<td>8438.76</td>
<td>5.26</td>
<td>5.255928596</td>
</tr>
<tr>
<td>2003-04</td>
<td>550.76</td>
<td>4300.5</td>
<td>61007.93</td>
<td>7.05</td>
<td>1080.00</td>
<td>3877.75</td>
<td>9440.24</td>
<td>5.83</td>
<td>5.83422435</td>
</tr>
<tr>
<td>2004-05</td>
<td>670.51</td>
<td>5861.86</td>
<td>77729.43</td>
<td>7.54</td>
<td>1270.48</td>
<td>6130.93</td>
<td>11850.19</td>
<td>5.66</td>
<td>5.658221514</td>
</tr>
<tr>
<td>2005-06</td>
<td>805.00</td>
<td>7126.78</td>
<td>85096.49</td>
<td>8.37</td>
<td>1396.78</td>
<td>6604.41</td>
<td>14084.71</td>
<td>5.72</td>
<td>5.715426871</td>
</tr>
<tr>
<td>2006-07</td>
<td>936.56</td>
<td>8662.77</td>
<td>101839.47</td>
<td>8.51</td>
<td>1614.45</td>
<td>7629.63</td>
<td>18032.62</td>
<td>5.19</td>
<td>5.193671801</td>
</tr>
<tr>
<td>2007-08</td>
<td>1126.09</td>
<td>12247.54</td>
<td>129274.45</td>
<td>9.47</td>
<td>1784.23</td>
<td>10627.05</td>
<td>21967.19</td>
<td>5.13</td>
<td>5.126252379</td>
</tr>
<tr>
<td>2008-09</td>
<td>1380.59</td>
<td>15937.37</td>
<td>148490.71</td>
<td>10.73</td>
<td>1889.55</td>
<td>15122.9</td>
<td>24610.01</td>
<td>5.61</td>
<td>5.609883133</td>
</tr>
<tr>
<td>2009-10</td>
<td>2020.72</td>
<td>15395.02</td>
<td>163726.56</td>
<td>9.40</td>
<td>1988.4</td>
<td>15317.1</td>
<td>26430.21</td>
<td>7.64</td>
<td>7.645493169</td>
</tr>
<tr>
<td>2010-11</td>
<td>3330.47</td>
<td>19154.18</td>
<td>195027.68</td>
<td>9.82</td>
<td>2078.00</td>
<td>28287.13</td>
<td>33276.15</td>
<td>10.00</td>
<td>10.0085698</td>
</tr>
<tr>
<td>2011-12</td>
<td>4586.65</td>
<td>24431.35</td>
<td>226236.14</td>
<td>10.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Orissa Mining Corporation

The size of mining sector (Value of Production) has grown at a rate of 26.68% more than that of State GSDP, growing at a rate of 17.8%. Contribution of mining sector to GSDP has increased from 5.35% to 10.80% in last 11 years. Revenue from mining sector has grown at a greater rate than total revenue. The share of revenue from the mining sector to total revenue. The reports of Shah commission tabled in the Parliament have a negative impact on mining extractions.
in Odisha was almost stagnant at less than 6% till 2008-09 which has increased to 10 % recently. The reason behind low revenue generation from the mining sector can be ascribed to abysmally low royalty fixation and collection from leasing of land for mining.

**Exports from the Mining Sector in Odisha**

Table 1.3

<table>
<thead>
<tr>
<th>Year</th>
<th>Mineral</th>
<th>Production</th>
<th>Despatch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Domestic</td>
<td>Export</td>
</tr>
<tr>
<td>2008-09</td>
<td>Iron Ore</td>
<td>77.2</td>
<td>53.9</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>79.7</td>
<td>53.9</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>72.8</td>
<td>51.6</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>66.0</td>
<td>48.7</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>66.6</td>
<td>55.7</td>
</tr>
<tr>
<td>2008-09</td>
<td>Manganese Ore</td>
<td>0.91</td>
<td>0.84</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>0.60</td>
<td>0.62</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>0.63</td>
<td>0.59</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>0.54</td>
<td>0.47</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>0.54</td>
<td>0.51</td>
</tr>
<tr>
<td>2008-09</td>
<td>Chromite</td>
<td>2.79</td>
<td>2.17</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>3.40</td>
<td>2.29</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>4.30</td>
<td>2.60</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>3.79</td>
<td>1.88</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>2.88</td>
<td>2.06</td>
</tr>
<tr>
<td>2008-09</td>
<td>Bauxite</td>
<td>4.73</td>
<td>4.73</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>4.88</td>
<td>4.88</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>4.86</td>
<td>4.85</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>5.04</td>
<td>5.03</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>5.41</td>
<td>5.42</td>
</tr>
<tr>
<td>2008-09</td>
<td>Coal</td>
<td>97.8</td>
<td>93.6</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>105.0</td>
<td>101.7</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>111.1</td>
<td>107.7</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>105.1</td>
<td>104.3</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>109.7</td>
<td>102.6</td>
</tr>
<tr>
<td>2008-09</td>
<td>Limestone</td>
<td>3.07</td>
<td>2.92</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>2.70</td>
<td>2.94</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>3.81</td>
<td>3.81</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>3.14</td>
<td>3.17</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>3.90</td>
<td>3.94</td>
</tr>
<tr>
<td>2008-09</td>
<td>Dolomite</td>
<td>1.53</td>
<td>1.46</td>
</tr>
<tr>
<td>2009-10</td>
<td></td>
<td>1.32</td>
<td>1.50</td>
</tr>
<tr>
<td>2010-11</td>
<td></td>
<td>1.49</td>
<td>1.34</td>
</tr>
<tr>
<td>2011-12</td>
<td></td>
<td>1.11</td>
<td>1.17</td>
</tr>
<tr>
<td>2012-13</td>
<td></td>
<td>1.02</td>
<td>0.98</td>
</tr>
</tbody>
</table>

Production and despatch of some important minerals are shown in the table above.
Form the above information, it is observed that the growth has been observed mainly in coal and iron ore sector although there has been a fall in the same in recent years. This has been due to fall in export market demand of minerals and slump in the iron and steel sector in the domestic level. However, these appear to be transitory in nature and likely to increase in future.

**Reasons for Low Revenue Generation**

**Irregularities and Corruption in complying with existing Acts and Rules of Mining Sector**

One of the major causes is the existence of irregularities in executing the rules and regulations formulated by the State government and Central Government. Any business unit that is involved in mining activities has to comply with the rules & regulations formulated by the state Government as well as Central Government. Before giving permission for mining activities, the government authorities need to cross check number of statutory clearances from different organizations like approved Mining Plan, clearance in respect of Forest & Environment, State Pollution Control Board etc.

Irregularities are found concerning allotment of mining leases, determination of royalties and transportation of minerals. Due to complexities involved in the mining activities, it is very difficult to control and monitor the mineral extraction, transportation and royalty collection. There has to be proper synchronization between the quantities of mineral excavated, transported and receipt.

The Mines and Minerals (Development and Regulation Act, 1957 (MMDR) and the Mines Act, 1952, together with the rules and regulations framed under them, constitute the basic laws governing the mining sector. The relevant rules in force under the MMDR Act, are the Mineral Concession Rules, 1960, and the Mineral Conservation and Development Rules, 1988.

With regard to the present provision, there was a scope for collusion among officials, politicians and lice cense holder in promoting illegal mining. The guidelines under the Central and the state enactments, call for a sketch of the mining area when a mining lease is applied for. It was found by Shaha Commission that sometimes the actual mining areas are not related to the sketch given with the applications without officials crosschecking them. Further mining applicants falsely claim a prohibited forest area as a revenue area. Finally the actual area of the mine is much bigger than the claimed area. The *Indian Bureau of Mines* rules which control the type of mining, allow a maximum mining depth six metres to prevent environmental degradation. But miners have flouted this rule to over-extract iron-ore. For example, if they are allowed to take 100 metric tons, mines take 1,000 metric tonnes.
Officials at road check posts reportedly collude in a massive under-counting of lorries and trucks transporting the iron-ore. In Orissa the allotment was done on first cum first served basis which has given a scope for the nexus between politicians, people and officials. The scope for nepotism was high.

**Underpayment of royalties to state**

There is a huge difference in the market price of the ore and the royalty specified by the government as well as faulty measurement mechanisms of amount of ore extracted. The size of the royalty paid being very low, the profit margin being very high, there was a scope for bribing the politicians and government officials by the mine leasers to continue with their licenses and exploiting the natural resources for the benefit of the few. In Sec 9 of the MMDR Act has provision with regard to royalty payment by the holders of mining leases. Schedule 2 of the Act provides for the rate of royalty payment in respect of various minerals including iron ore. The provision with regard to iron ore is 10% of sale price on ad valorem basis. The Indian Bureau of Mines publishes ‘Monthly Statistics of Mineral Production’ which contains state-wise total value of each mineral produced during a month in a State. The State-wise average value for different individual minerals as published by Indian Bureau of mines in the ‘Monthly Statistics of Mineral Production’ shall be the bench mark for computation of royalty by the concerned State Government in respect of any mineral produced any time during a month in any mine in that State. For the purpose of computation of royalty the State Government shall add twenty per cent to this bench mark value. This value shall be reckoned to be the sale price for the purpose of computation of royalty. Also the value of the minerals published in the latest published issue of the ‘Monthly Production’ will be deemed to be applicable for the mineral mined in the previous month, irrespective of when the royalty actually accrues. If for a particular mineral, the information for a State is not published in a particular issue; the last information available for that mineral in the State in a previous issue shall be referred, failing which the latest published information for the mineral for all India shall be referred.”

As per the Hoda Committee report, the procedure adopted by IBM for fixing the sale value of iron ore is found to contain numerous discrepancies such as procedural failure in calculation of sale price, high variation in prices in respect of particular grades of iron and ore and under-reporting and incorrect reporting of prices.

One of the major cause of under collection is absence of a credible system of checks and balances in the process of extraction, transport, trade and at end user points, checking transportation of illicit iron. The weaknesses of the present system are as follows: 1) Permits issued at the public office shows discrepancy between the
actual weight of iron and ore carried in the truck and the amount of iron and ore mentioned in the trip sheet issued to the lessee.

Since introduction of Ad valorem rate of royalty on the minerals, IBM has been publishing the sale value/price of minerals for different states. The methodology being used is flawed and the manner in which it is implemented is detrimental to the State’s interest as the sale value does not accurately reflect the market price of the minerals/ore. As a result, the State is losing huge revenue in terms of mining royalty.

**Under-invoicing of Exports**

The Indian government (steel ministry and law ministry) is considering a ban on exports of iron ore and limit mining only to captive iron and steel production units. This has been opposed by the mining ministry citing massive loss of employment. During discussions with officers, among others, it was also revealed that there are cases of under-invoicing in iron ore exports sales.

**Impact of Mining on Tribals’ Livelihood and Environment**

Mining in Orissa has generated controversy, which spans encroachment of forest areas, underpayment of government royalties, and conflict with tribal regarding land-rights. The spill-over of the effects of illegal mining into problems such as Naxalism and the distortion of Indian democracy by mixed political and mining interests, has gained international attention. Bauxite and coal mining by Vedanta Resources in tribal areas of Orissa have led to conflicts in land rights. Coal mining has run into trouble as well in Angul district over land issues. The livelihood of lakhs of tribals was affected due to closure of mines in both Sundergarh and Keonjhar districts.

There have been severe ecological changes due to illegal mining. Certain species of animals and medicinal plants disappear due to large-scale mining. It is reported that the area surrounding the mining area is denuded of greenery and agricultural activity gets affected in mineral-based districts.

**Environmental damage**

According to the Lokayukta Report of Karnataka, there have been severe ecological changes due to illegal mining. Certain species of animals, like the sloth bear, that in the Bellary region have disappeared. Medicinal plants from the area do not grow anymore. The entire system of rain has changed in the district of Bellary. It is reported that the entire area surrounding the mining area is denuded of greenery and has no agricultural activity. The State of Odisha is also subject to such risks of environmental damage due to rampant mining activities.
Conclusion

The issues relating to much discussed illegal mining activities, has been no good for the Odisha Economy. The windfall gains resulting from mining activities in Odisha have caused serious systemic distortions. There has been allegations of large-scale corruption which has resulted in lesser contribution of revenue to the state exchequer. The revenue which could have been used for social sector development have gone to the hands of a few people of the society, causing inequality in the society. There should be a credible system of check and balances in the process of extraction, transport, trade and end-user point. An effective control and regulation over mining activities can be enabled through use of Information and Communication Technology (IC&T) tools. The responsibility of the infrastructural development of the mining area should be vested on the benefitted private sector. It is known fact that mineral resources are finite. Keeping in the requirement of the industries, there should be proper balance between exploitation and augmentation.

References :


Development Of Self-Concept
Across The Life Span

* Vasundhara Raj

Abstract

The study examined the developing nature of self-concept across three critical phases of life span such as young adulthood (15-25 yrs.), middle age (35-45 yrs.), and old age (65-75 yrs). The sample consisted of 90 subjects 30 from each of the age groups. All subjects were individually administered the Self-Concept Questionnaire. The results were analyzed for observing age-related changes in self-concept. Major findings of the study are (i) Young male adults are more extroverts than middle aged and older people, (ii) Young male adults are least agreeable, but after the middle age agreeableness becomes high and increases slowly through the old age. Females are more agreeable than males, (iii) Consciousness is relatively low in young age but becomes high in the middle age and it slowly increases through the old age for both males and females. (iv) Openness to experience is very high for the young adults, but after the middle age it becomes very slow. (v) It is found that both young adults and old people are highly neurotic while the middle-aged people are least neurotic. The findings are interpreted that self-concept of a person changes due to change in social responsibility, and social roles.

Introduction

Personality is the dynamic organization of those psychophysical traits within the individual that determine his unique adjustment to his environment. Hence, it can be meaningfully interpreted as not only individual characteristics but also as interplay between the person and his environment. It is a two-way process dynamically relating the person and his environment. The individual’s perceptions regarding events and self determine how the person is, and how he will behave in different situations. Kurt Lewin (1951) focused on the person’s subjective interpretations and not on objective analysis as crucial to the study of personality. He emphasized the ‘importance of social environment as perceived by the individual, and called it the ‘psychological field’. A person’s thought, feelings, and behavior are determined by the perception and interpretations of his ‘psychological field’.

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Personality theorists try to address the questions of what are the characteristics of the person, how they are organized (personality structure), and how these characteristics develop and change over different contexts (e.g., age, sex, culture etc.) i.e., personality process (Pervin, 1980). They observed that different variables form into well-organized constructs within a person (Miller & Grush, 1986). These constructs address the issue of both individual differences and similarities in personality characteristics, and intra-individual complexity in the organization and dynamics of personality. Among these constructs, self-concept has been variously identified a significant functional component influencing the adjustment process of an individual (Milburn, 1987).

**Self-concept**

Many personality theorists believe that our self-concept i.e., our beliefs and knowledge about ourselves play a crucial role in dealing with our environment (Benesch & Page, 1989). Much of the current research in personality is concerned with various aspects of self-concept that relates to “the composite ideas, feelings, and attitudes people have about themselves” (Hilgard, Atkinson & Atkinson, 1979). In other words, self-concept is an organized collection of beliefs and feelings about oneself, which makes the individual aware of his or her continuing identity as a person (Zimbardo & Weber, 1994). It is the central schema in one’s personality. It provides us a special framework that influences how we process information about the social world around us. Self-understanding, self-control, self-image, self-regulation, and self-esteem are all parts of our self-concept. The term self-concept and self-esteem are often used interchangeably. The better is one’s self-concept; the more adjusted is the person. The poorer is the self-concept, the more vulnerable the person is to the harmful effects of living.

Each of us has a self-concept or self-schema in which our self-knowledge is organized (Markus & Nurius, 1986). The self-concept is the cognitive framework that guides the way we process information about ourselves. Self-schemas reflect all our past self-relevant experiences; all our current knowledge, and existing memories about ourselves; and our conception of what we were like in the past, what we are like now, and what we will be like in the future. A person’s self-concept is the sum total of everything that individual knows or can imagine about her or himself. Purkey (1988) defines self-concept as “the totality of complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.” The self-concept theory derives from Carl Roger’s work on phenomenology. The self-concept was the basis of his client-centered approach of psychotherapy. The essence of this phenomenology is that ‘man lives in his own personal and subjective world (Rogers, 1965). The client-centered therapy was used to change people’s self-concept through
particular attitudes, which the therapist had to adopt in order to bring about personal growth and self-acceptance in the client.

Several personality variables also predict who is likely to develop or not develop illness (Smith & Williams, 1992). For example, neurotic individuals react more negatively to stress than those who are not neurotic (Bolger & Schilling, 1991), and they are also more likely to become ill as a result of their neurotic reactions (Larsen & Kasimatis, 1991). Recent literature have emphasized on a five-factor model for the study of self-concept.

Factor Model of Self-Concept

On the basis of factor analysis with Cattell’s (1943a, 1945, 1947) 35 variable set to measure the self-concept, Costa and McCrae (1976) developed a three-factor model of self-concept. The model included ‘Neuroticism’, ‘Extroversion’, and ‘Openness to Experience’ (popularly called the ‘NEO’ model) as the three major dimensions of self-concept. Later Costa and McCrae (1985) added two new dimensions to create the five-factor model of self-concept in consonance with their research findings. The two new dimensions added were ‘Agreeableness’, and ‘Conscientiousness’. The new model is popularly called the ‘OCEAN’ model of self-concept.

Big Five Factors (OCEAN)

1. **Openness to Experience**  
   Daring, Non-conforming, Imaginative, and Broad interest
2. **Conscientiousness**  
   Ethical, dependable, Productive, and Purposeful
3. **Extroversion**  
   Talkative, Sociable, Fun-loving, and affectionate
4. **Agreeableness**  
   Sympathetic, Warm, Trusting, and Cooperative
5. **Neuroticism**  
   Anxious, Insecure, Guilt-prone, and Self-consciousness

Changing Nature of Self-concept

Costa (2001) measured the self-concept of 3015 people in different age groups on the five-factor scale. He reported that middle-aged adults around 40 years of age are lower in neuroticism, extroversion, and openness to experience but are higher in agreeableness, and conscientiousness. On the other hand, older adults (above 65 years of age) are higher in neuroticism, agreeableness, and conscientiousness, but lower in extroversion, and openness to experience. He also observed that adolescents and college students are higher in neuroticism, extroversion, and openness to experience but lower in agreeableness, and conscientiousness than adults.

In view of the above findings, he argued that self-concept across the life span changes from a flexible and accommodative pattern to a rigid and stable pattern. Young adults’ openness to experience, and extroversion make them full of life energies, and help them to
be challenging, risk-taking, and goal-oriented. Their high scores on the scale of neuroticism help them to be enthusiastic, sensitive, and active. Neuroticism also is a cause for their high rate of frustration, anxiety, and guilt-proneness. Their low self-concept in agreeableness and conscientiousness leads them to be argumentative, opposing, and rebellious. In essence, young adults’ self-concept is of a moving and flexible type.

Similarly, the self-concept of the middle-aged persons is of a pragmatic-rigid type. High scores in agreeableness and conscientiousness lead them to be conforming, trusting, and cooperative. Lack of openness to experience makes them rigid, and unchanging in their attitude, thought, and action. The older adults’ self-concept is emotional, and rigid in nature. Older adult’s self-concept is low in efficiency because of high neuroticism, agreeableness, and conscientiousness. Costa and McCrae (1995) argued that the changing nature of the self-concept is related to the intrinsic biosocial maturation of the individual across the lifespan. In the light of Costa’s findings, the present study seeks to examine the nature of change and development in the self-concept of educated middle-class people across the life span.

**Objectives and Hypotheses**

This chapter presents the major objectives of the project, and finally the hypotheses related to this piece of research. It has become evident from the introduction of the study that self-concept is an important personality construct that determines the individual’s unique adjustment and coping style with his environment. Studies have reported that the organization of self-concept changes across the life span (Costa et al, 2001). The present study is aimed at examining these findings with 60 subjects within five kilometers of our college locality.

**Objectives**

The objectives of the present study were:

1. To examine the nature of change in the self-concept across three age groups (young adults, adult, and old).
2. To compare their self-concept for adjustment and coping.

**Hypotheses**

In the light of the discussion of relevant literature in the introduction chapter, the following major hypotheses are formulated for the present study:

**Hypothesis 1.** The organization of self-concept will change as a function of age with young adults shifting from a dominance of ‘extroversion’ and ‘openness to experience’ to a state of being more ‘agreeable’, and ‘conscientious’.
Hypothesis 2. Both young and old persons would show higher scores on ‘neuroticism’ compared to their middle-aged counterparts.

Method of Study

This chapter presents a brief outline of the social settings from which the subjects were selected. The tests used in the present study along with the data collection procedure are also described.

Sample

The sample consisted of 60 subjects, 20 from each of the three age groups of 15-25, 35-45, and 65-75 years. All the subjects were selected randomly from the middle-class families. The subjects were all more than high school educated. All of them had reasonable understanding in the English language. They were all socially sensitive and matured persons. They had co-operated the investigators with interest enthusiasm during the process of data collection.

Test

Responses were obtained from all the subjects on the self-concept questionnaire the appendix. The nature of the questionnaire, its administration, and scoring procedures are narrated below.

‘How Accurate is Your Self-concept?’ Questionnaire. The questionnaire (Baron, 1995) consists of 10 items, each of which is to be rated on a 7-point scale. For each item, the extreme ends of the scale are defined by two personality characteristics, which form a definite continuum from 1 to 7. The items on the scale measure five important dimensions of personality, such as extroversion, agreeableness, conscientiousness, openness to experience, and neuroticism. The maximum score for the scale is 70. The scale is presented in Appendix A.

Instructions: “Each of the 10 items in this scale is marked by two adjectives at two ends of the scale. Each item relates to a personal trait. Rate yourself on each of the dimensions below. Circle one number to indicate where you fall on this dimension (4 is the middle of the scale)”.

Scoring Procedure

The items 4, 7, and 9 are scored in a reverse direction (for these items 7 becomes 1, 6 becomes 2, and so on until 1 becomes 7). Total score on items 1 & 7 is the score for extraversion, on items 4 & 8 is the score for agreeableness, on items 5 & 10 is the score for conscientiousness, on items 2 & 9 for openness to experience, and on 3 & 6 for neuroticism.
Results and Discussion

In this chapter, results are arranged in terms of the type of skills investigated in the present study. The task used in the present study was to estimate the five dimensions of self-concept. The self-concept scale consisted of five measures namely, extroversion, agreeableness, conscientiousness, openness to experience, and neuroticism. The results are described by means and standard deviations, graphs and analyses of variance.

Descriptive Analysis

Table 1 presents the means and SDs of different groups for the five dimensions of self-concept. The means for the sub-scales on the self-concept for different groups are graphically presented the Figures 2. The observation of the results in the Table 1 and the corresponding graphs reveal the following features: (i) Young adults are more extroverts than middle aged and older people, and the character of extroversion gradually decreases across the age; (ii) Young adults are least agreeable, but after the middle age agreeableness becomes high and continues to be better through the old age; (iii) Consciousness slowly improves over the ages (iv) Openness to experience is maximum for the young adults, but after the middle age it becomes very slow; and (v) An interesting result is observed about the neuroticism factor of self-concept. It is found that both young adults and old people are highly neurotic while the middle-aged people are least neurotic.

Table 1 Means and Standard Deviations for the Five Dimensions of Self-concept across Three Age Groups

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Age Groups</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-25</td>
<td>35-45</td>
<td>65-75</td>
<td></td>
</tr>
<tr>
<td>Extroversion</td>
<td>Mean</td>
<td>10.25</td>
<td>9.85</td>
<td>8.60</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>0.95</td>
<td>1.15</td>
<td>1.20</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Mean</td>
<td>7.20</td>
<td>9.50</td>
<td>10.10</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.00</td>
<td>1.95</td>
<td>1.35</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Mean</td>
<td>6.90</td>
<td>10.20</td>
<td>11.65</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.55</td>
<td>1.45</td>
<td>1.70</td>
</tr>
<tr>
<td>Openness to Experience</td>
<td>Mean</td>
<td>11.30</td>
<td>9.85</td>
<td>9.25</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.05</td>
<td>1.65</td>
<td>1.25</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>Mean</td>
<td>9.30</td>
<td>6.30</td>
<td>10.70</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>1.15</td>
<td>1.55</td>
<td>1.45</td>
</tr>
<tr>
<td>Total</td>
<td>Mean</td>
<td>44.95</td>
<td>45.70</td>
<td>50.30</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>2.85</td>
<td>3.15</td>
<td>3.86</td>
</tr>
</tbody>
</table>
The results observed in terms of the age factor point to very interesting findings. The self-concept pertaining to extroversion, agreeableness, and conscientiousness show slow changes across the three age groups for both males and females. However, interesting changes are observed in respect of neuroticism, openness to experience, and for the total score on self-concept. While openness to experience is found to be declining across the age, both males and females are observed to be least neurotic during the middle age. Finally, when the data is analyzed in terms of the total self-concept score, the middle-aged people are found to have a wider and strong self-concept than both young and old people.

The results implied that stereotyped changes influence the self-concept of people across the life span. The findings of the present study mostly agreed with the findings of Costa (2001), and Costa and McCrae (1995). The results substantially proved the Hypotheses 1, and 2.

**Group Comparisons Using ANOVA**

The data were further subjected to one-way analysis of variance. Table 2 presents the ‘F’ values showing the effects of age on the five dimensions of the self-concept. Significant age-effects were observed for extroversion, agreeableness, conscientiousness, openness to experience, and neuroticism. In essence, the findings suggest that self-concept is a changing attribute in a person, which is significantly influenced by the person’s age and social responsibilities.

![Figure 1](image1.png)

**Figure 1.** Figure showing the changes in the five dimensions of Self-concept across the age group.
Table 2: Summary of Analysis of Variance Showing the Effects of Age on Self-concept

<table>
<thead>
<tr>
<th>Sources</th>
<th>SS</th>
<th>df</th>
<th>Ms</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extroversion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>51.35</td>
<td>2</td>
<td>25.68</td>
<td>7.81 **</td>
</tr>
<tr>
<td>Within</td>
<td>286.45</td>
<td>87</td>
<td>3.29</td>
<td></td>
</tr>
<tr>
<td><strong>Agreeableness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>32.86</td>
<td>2</td>
<td>16.43</td>
<td>5.17 **</td>
</tr>
<tr>
<td>Within</td>
<td>276.69</td>
<td>87</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td><strong>Conscientiousness</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>69.40</td>
<td>2</td>
<td>34.70</td>
<td>11.92 **</td>
</tr>
<tr>
<td>Within</td>
<td>253.37</td>
<td>87</td>
<td>2.91</td>
<td></td>
</tr>
<tr>
<td><strong>Openness to experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>49.68</td>
<td>2</td>
<td>24.84</td>
<td>7.48 **</td>
</tr>
<tr>
<td>Within</td>
<td>288.67</td>
<td>87</td>
<td>3.32</td>
<td></td>
</tr>
<tr>
<td><strong>Neuroticism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>123.53</td>
<td>2</td>
<td>61.77</td>
<td>19.18 **</td>
</tr>
<tr>
<td>Within</td>
<td>279.82</td>
<td>87</td>
<td>3.22</td>
<td></td>
</tr>
</tbody>
</table>

* p< .05    ** p < .01

Conclusion:

Although both male and female subjects were used in the present study, gender differences were not clearly observed. The graphs in the figure two shows that the self concept of young adults is dominated by extroversion and openness to experience, while the other three dimensions of the self concept are relatively low. The finding suggests that the self concept of young adults is not truly homogeneous. On the other hand, the self concept of adults is more homogenous with equal dominance extroversion, agreeableness, conscientiousness, and openness to experience. The self concept of old people is found to again inhomogeneous having dominance of conscientiousness and neuroticism.

The findings of the present study are very significant in terms of its trends showing the changes in self concept across the lifespan. The findings are in agreement with several studies in the prior literature.

References:


Appendix A

Name:_________________________  Age:______________  Sex: ___________

HOW ACCURATE IS YOUR SELF-CONCEPT?

Instructions. Each of the 10 items in this scale is marked by two adjectives at two ends of the scale. Each item relates to a personal trait. Rate yourself on each of the dimensions below. Circle one number to indicate where you fall on this dimension (4 is the middle of the scale).

<table>
<thead>
<tr>
<th></th>
<th>Cautious</th>
<th></th>
<th>Adventurous</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Insensitive</td>
<td>1 2 3 4 5 6</td>
<td>Sensitive 7</td>
</tr>
<tr>
<td>3</td>
<td>Calm</td>
<td>1 2 3 4 5 6</td>
<td>Anxious 7</td>
</tr>
<tr>
<td>4</td>
<td>Cooperative</td>
<td>1 2 3 4 5 6</td>
<td>Uncooperative 7</td>
</tr>
<tr>
<td>5</td>
<td>Irresponsible</td>
<td>1 2 3 4 5 6</td>
<td>Responsible 7</td>
</tr>
<tr>
<td>6</td>
<td>Composed</td>
<td>1 2 3 4 5 6</td>
<td>Excitable 7</td>
</tr>
<tr>
<td>7</td>
<td>Sociable</td>
<td>1 2 3 4 5 6</td>
<td>Shy 7</td>
</tr>
<tr>
<td>8</td>
<td>Suspicious</td>
<td>1 2 3 4 5 6</td>
<td>Trusting 7</td>
</tr>
<tr>
<td>9</td>
<td>Imaginative</td>
<td>1 2 3 4 5 6</td>
<td>Down-to-earth 7</td>
</tr>
<tr>
<td>10</td>
<td>Careless</td>
<td>1 2 3 4 5 6</td>
<td>Careful 7</td>
</tr>
</tbody>
</table>

***
Adolescent Health Care
In The Hahnemannian Perspective

* Mihir Kumar Sahoo

Abstract

Adolescent period is a very crucial phase in human life. Any remarkable event in psyche or understanding during this phase of life would influence the rest of his/her life. Adolescence has been traditionally viewed as beginning with onset of puberty, a rapid sprout in physical growth accompanied by sexual maturation, and ending when individuals assume the responsibilities into workforce (Rice, 1992; Baron, 2003). The period that viewed often stressful and emotionally intense (Encyclopedia Britannica, 2005) and various psychological, social and humanitarians perspectives suggest to treat socially and emotionally detracted adolescents accordingly in a positive way. There have been periods in the world history when adolescents have been placed at great risk by wars, revolutions, calamities, and many other tragic and frightening events. Many experts believe that adolescents in the present times face numerous potential hazards different from those faced by previous generations (Baron, 2003, pp-333). It is not only a phenomenon in India, but all over world an alarming proportion of adolescent population have been victimized by criminal activity, drug abuse, sexual perversion and harassment, and suicide, and many other abnormal or/and unethical activities. Such behaviors are assumed to be the outgrowth of anxiety, depression, frustration and above all helplessness. Consequently such psychic or behavioral disorder would lead to some physical or organic imbalance resulting in some health problems. Health psychology studies the relationship between psychological variables and health. Both mind and body are important determinants of health and illness (Taylor, 1999). It is observed that our beliefs, attitude, and behavior contribute significantly to the onset and prevention of illness (Baum and Pasluzny, 1999). It is the opinion of the psychologists that so long as the psychic state is not disturbed, there is no disorder in the organic system. Hahnemann also conceptualized that when a disorder starts, it starts from the center and spreads towards the circumference (Kent, 1999/2000/2001). By the process he emphasized

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the role of mind for the development and treatment of the disorder. Specifically, when we examine the adolescent health, both, physical and organic, we have to unravel the origin, cause and development of such disorders or illness. Hahnemann explained the evolution of diseases and the treatment procedure thereof in his philosophy (Organon). His theory is principally based on the law of similar and law of cure. He also emphasized individualization in his treatment procedure. Hence, the Hahnemann’s method of treatment for adolescent health care would be effective one. Moreover, the procedure and method of this homeotherapy in combination with some psychotherapy would be very useful and effective to combat with the adolescent health problems and healthy living.

OVERVIEW

Starting with the premise that adolescence, the transitional stage of development between childhood and adulthood represents the period of time during which a person experiences a variety of biological change and encounters a number of emotional issues. As such, the young people develop abstract thinking abilities, become more aware of their sexuality, develop clear sense of psychological identity and increased independence. Adolescents also face various kind of conflict in their every day life. Although the conflicts, the adolescents experience at this stage, said G. Stanley Hall, is normal and not unusual. Margaret Mead attributes these conflicts to culture and upbringing.

Psychologists attempt to interpret this stage of human life with various models of analysis. Health psychology has speculated to identify important relationship between psychological variables and health, which believes, both mind and body are important determinants of health and illness (Taylor, 1999). Nevertheless, it is often difficult to predict, which person will become sick and which one will remain healthy. In addition to mind body relation, some health psychologists attribute genetic and social factors including beliefs, attitudes and behaviours contribute to the onset or prevention of illness (Baum and Poslusnzy, 1999; Baron, 2003). The Hahnemannian homoeotherapy has not also neglected the role of psyche in ill health and wellness. It emphasises mind and other psychological processes, such as, intelligence, memory, desires and aversions, etc., in its treatment procedure (Kent, 2000, p-36). Kent (2000) also remarked that “… the mental symptoms in sickness the most important. While dealing with patients, Hahnemann directs to pay utmost attention to the symptoms of the mind, because the symptoms of the mind constitute the man himself. The highest and innermost symptoms are the most important, and these are the mind symptoms” (p-63). The current paper thrust upon an effort to speculate some of the common problems and disorders of the adolescents and to set right such anomalies in the perspectives of homoeotherapy.
SCENARIO

The World Health Organisation (WHO), UNICEF and other independent bodies visualize adolescent health is somehow similar to that of the psychologists. To them adolescent health comprises physical, mental and social well-being. In this context, pursuing good health is a worthwhile end in itself, and assumes enormous significance in today’s context. Thus, it deserves an urgent need to examine and evaluate the various options to outline an effective health care strategy.

The World Health Organization (WHO) observes, adolescents in South East Asia Region (SEAR) countries face problems related to early marriage and child bearing. This puts the life and health of both the child and mother at risk. At the same time, unprotected sexual relations in unmarried adolescents have increased in countries where the age at marriage is high. This increases the danger of unwanted pregnancy and abortions, often in hazardous conditions, as well as sexually transmitted diseases, including HIV/AIDS. There are some other behaviour noticed among adolescents, such as, smoking, use of alcohol, narcotics, and other substance abuse and violence, etc. which render health risk.

It is not only a phenomenon in India, but all over the world an alarming proportion of adolescent population have been victimised by criminal activity, drug abuse, sexual perversion, suicide, and many other unethical and unhealthy activities. Such behaviours are assumed to be the outgrowth of anxiety, depression, frustration and above all helplessness. Consequently such psychic or behavioural disorder would lead to some physical or organic imbalance resulting in some health problems.

MECHANISM

It is a paradox that, maintaining a wide variety in their perspectives, while dealing with adolescent health problems, medical science, psychology and sociology agreed to a point that the underlying factors contributing to the development of these problems are interrelated. Albeit its inadequacy, the efforts of activism to curb adolescent health problems have rarely been found encouraging. Methods of observation and procedures of implementation of eradicating measures have been ceaselessly made intensive. The problems are still persisting. It is pertinent to scan further to reveal, if something else are there that leads to their persisting nature.

Numerous physical, psychological, and social problems noticed among adolescents continued to disturb both individual and society. Indeed, it is a prototypical medium for the whole human life. It is also postulated that biological conditions are prototypes of social reactions and vice versa. There are symptoms, frequently noticed among adolescents need to be eradicated by treatment as a symptom of sickness. But the common notion normally do not recognise the behaviours like, late learning, slow and late motor activity, becoming very tired from mental or physical activity, confusion of mind, poor memory and
idiocy, imbecility, irritability, lascivious thinking, smoking, alcoholism, drug dependency, and many others as symptoms of sickness that deserve to be treated very carefully. An effective procedure of treatment could abort the future complications and the after effect could be prevented.

Undoubtedly, the conditions, as stated above, and other maladaptive behaviours, as discussed earlier, observed among adolescents, need a careful attention for appropriate treatment for healthy living. So far the treatment procedure is concerned there are various alternative methods to be adopted considering the individual case. Sometimes, multiple procedures may be adopted for efficient cure. However, the homoeotherapy may be considered for an efficient and permanent solution to many health problems. However, psychotherapy and homoeotherapy go hand in hand for an effective measure to curb down various health problems not only of adolescents but every individual.

TRADITIONAL HEALING

From the time immemorial, the human being is liable to diseases from physical or moral causes. With the rapid growth in population and modernity the necessity for medical aid has increased significantly. Even then man has occupied with the treatment of the ever-increasing multiplicity of diseases. Innumerable and dissimilar ideas concerning the nature of diseases and their remedies have been deliberated in many theoretical views.

Simultaneously, but quite independent of all the theories, there sprung up a mode of treatment with mixture of unknown medicinal substances for forms of diseases arbitrarily set-up, and directed towards some material object completely at variance with nature and experience, allopathy as it is termed (Karauss, 1987).

Since it is impossible to know all the antecedents, causative factors of disease consequence, it is impossible too to remove or palliate the effects medical substances. Empiric medicine guesses, recommends, tries, hits, and misses and hits again. In order to renew the illusory amelioration, it is necessary to increase the strength of the palliative every time, often to administer considerably stronger dose. Because every dose has to cover not only the symptoms of the disease itself, but also to cover the aggravation of the disease caused by the secondary symptoms of the previous dose (Hahnemann, 1842). This non-healing art for many centuries has been firmly established in full possession of the power to dispose up the life and death of patient because of its own good will and pleasure.

Under the treatment of this method no patient gets rid of their diseases of those of a chronic character. If we analyse in the light of the basic principles of homoeotherapy, we find, most of the adolescent health problems are of chronic character. When physicians of this method do not know what to do in a chronic disease, they treat it blindly with their alternative remedies. They thus, utterly ruin the health by their improper administration of this excessively injurious substance, and make impossible restoring of health. Hence, it is
highly important, to ascertain what really takes place in homoeopathy as opposed to heteropathy.

In addition to chemotherapy, as accepted by the modern medical science; when we focus on various techniques of psychotherapy, we find many interesting information. Psychotherapy has its own limitations; it would not be administered in all cases or for every problem noticed among adolescents. Although in some cases it becomes very fruitful; it is not a rare thing that psychotherapy experiences no failure.

HOMOEOTHERAPY

It was Hahnemann, say, for the first time in all history, “remove the effects and you remove the disease, the cause of the effects”. He discovered the method of symptom-similarity, the central method of scientific medical therapeutics. This method regards that, the diseases of man are not caused by any substance, any acridity, that is to say, any disease-matter. But they are solely dynamic derangements of the vital principle that animates and regulates the human body. Every homoeopath knew that a cure could take place by the reaction of the vital force against the rightly chosen remedy. Thus, it sheds not a drop of blood, administers no emetics, purgatives, laxatives, dives off no internal affection by external means, never subdues pain by opium and steroid, etc. (Hahnemann, 1842). The theory is founded upon the idea of illness as a disorder of the internal equilibrium at the physical, mental/psychic levels and involving treatment by natural remedies

There has been intense debate on themes relating to this method of treatment. A wealth of questions may come up: to what extend we are justified in arguing of treatment of adolescents with this method? Needless to say, it is not more esoteric question which is of concern only to the experts in the area.

The Hahnemannian philosophy of treatment is revolved around the chronic miasm, such as, psora, syphilis, and sycosis. The psoric miasm is present prior to the other two in man. The case may be complicated by the other two- syphilis and sycosis which is dependent upon the action of the body. Further, the treatment procedure is based on the law of similar and individualisation is basic to the method of treatment.

There is no place of assumption or supposition in homoeotherapy. Pathogeneses is more important than the pathological parameters. By means of both subjective and objective observation, the information about the pathogeneses may be collected. The case may be handled symptomatologically- both psychological and physiological. To abort the health problems of the adolescents or to help them at the time of their health crisis this method of treatment based upon its fixed law and principle may be adopted effectively.

CONCLUSION

Since adolescence is a very crucial phase of life, it needs care and concern. Any problem during this part of life may affect not only the individual but also the family and
society. Suitable therapeutic technique may be adopted at the right time to help adolescent victims for a healthy living. Moreover their well-being and wellness would give rise to some positive contribution to the society.

The traditional procedures of therapeutic applications and even psychotherapy may not be suitable for all the cases. Moreover, in several instances they have demonstrated their failures. In the circumstances, these methods may be substituted by the homoeotherapy. This therapeutic process may be adopted for a better and permanent solution. In combination with the psychological techniques, this method of healing would be most suitable not only for adolescents but for every individual. Now we could say the procedure- **Psycho - homoeotherapy** system of healing.

**Note:** Samuel C. F. Hahnemann (1755-1843) was the founder of homoeopathy, a system of alternative medicine created in 1796 by him, based on his doctrine of **like cures like**. According to Hahnemann’s new doctrine, a substance that causes the symptoms of disease in healthy people will cure similar symptoms in sick people. He was called the father of **experimental pharmacology** because he was the first physician to prepare medicines in a specialized way; proving them on healthy human beings, to determine how the medicines act to cure diseases. Hahnemann’s three major publications illumine the development of homoeopathy. The **Organon of Medicine** focuses on the fundamental principles of homoeopathy. The **Materia Medica Pura** records the exact symptoms of the remedy proving. The **Chronic Diseases: Their Peculiar Nature and Their Homoeopathic Care**, reflects how the natural diseases become chronic in nature when suppressed by faulty treatment method.

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Perceived Family Environment
By College Students

*Guru Kishore Nayak
**Sweta Tripathy

Abstract

Family is the first socializing agent of the child. It is the family environment that imprints the mind of the child from the very beginning of life. Their learning leads to their perception and their perception influences their total life style in future. Thus the present study was undertaken to investigate the student’s perception of family interaction and how there is the differences, in perceiving the family environment, among boys and girls, of post graduate students. The dimensions of family environment as considered are: cohesion, Expressiveness, conflict, Independence, Achievement orientation, Intellectual- cultural Emphasis, Organization, control and self-esteemed. Sixty post-graduate students (30 males and 30 females) were administered, family environment scale (FES) questionnaire proposed by Moss & Moos (1981-86) as a measure of family interaction. The scores were analyzed by using significance test on each component. The study revealed that males perceived greater cohesion, intellectual, cultural and organizations than did females.

Introduction

In the view of the enormous importance of family for the society and the state, the United Nations declared 1994 as the international year of the family. Being one of the basic units of the society, the family interacts with the social units, and at the sametime it socializes its members in maintaining unity, harmony and the social norms. “The family is the only socially recognized relation for the child; the essential agency for the child rearing, socialization; introducing the child to culture of the society, shaping the basic character structure, and forming the child’s personality,” (Frank).

The study identified and examined one of the issues related to quality of life for these families. These issues included: how family members’ lives are enriched, areas of challenge

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for families, special issues at different life stages, support from others, concerns of women, health of family members, experiences of siblings, responsibilities taken on by family members, and concerns about the future.

Two systems of family can be described i) the extended family and ii) the nuclear family. The extended family unit is that in which the adults and children of more than two generations are closely combined. The family in these system, extends vertically over three or more generations. These families may also include several degrees of kinship, stretching horizontally to include cousin and in-laws. The nuclear family is a small unit consisting of parents and children usually two. In the nuclear household the parents are sole authorities and emotional relations among family members are concentrated and intense. In India this type of family can be seen among the upper middle classes in the urban areas. There is hue and cry against nuclear family by the old and orthodox but it seems that more and more families are adopting the nuclear structure.

In the ancient times, family was the most vital unit of social structure. The social feeling was gathering force through the family feeling. In the present times the structure of the society has undergone a change and its way of life in the economic sense has been revolutionized.

These norms of family are however not easy to maintain. Deviations occur due to deliberate design or factor having roots in the culture and environment. The freedom of child is calculated and women remain suppressed and oppressed. The gap between elders and youngsters and the same between males and females hinder the peace, harmony and growth of the family. Displacement, migration and contact with new culture create serious problems for family members.

Spread of education, mass media and communication links industrialization, westernization and economic liberalization are the important charge agents which are capable of influencing the family structurally as well as ideologically. Family Involvement, Home Environment, and Academic Performance in a Western Context, in early studies indicate that academic performance was associated primarily with socioeconomic status. However, as elements of socioeconomic status were examined separately, researchers reported that specific aspects of home environment and family involvement either enhanced or impeded student achievement. The term family involvement, replacing parental involvement in the mid-1990s, signaled a transition in Western societies from original two-parent households to alternate family structures. Researchers found that family involvement varied widely among different home environments. Research findings concluded that high performing students tended to have warm and nurturing home environments with well-defined limits and abundant encouragement from family members. Becher (1984) and Clark (1983) asserted that,
across all socioeconomic levels, students with poor performance had little or no encouragement from family, low family interaction, little monitoring of activities, and poorly defined limits on behavior. However, researchers often disagreed about the inclusion and effectiveness of specific parenting behaviors. Limiting TV time and monitoring homework completion had no significant effect on academic performance. It has been noted that parental expectations and discipline (including limiting TV time and monitoring homework) were most significant in this context. The mixed findings about the effectiveness of specific parenting behaviors established the need to examine the home environment of different population groups in more detail.

Eagle (1989) developed a Home Environment Scale (HES) establishing a relationship between key attributes of home environment and students’ Grade Point Average (GPA) divided into quartiles. The study found five key attributes associated with high student performance: a) mother’s education, b) father’s education, c) family income, d) father’s occupation, and e) number of key possessions (cars, dishwasher, TVs). Eagle hypothesized that students with higher academic achievement tended to come from more affluent families because the financial stability enabled families to provide a rich and stimulating home environment. Milne (1989) and Eagle found that males living without fathers exhibited lower academic performance than males living with fathers, while females from single parent households tended to perform better than females from two-parent households. Researchers found students who were living with one original parent and one stepparent often exhibited lower academic performance than students living with two original parents. The mother’s presence is more important for academic performance earlier in childhood while the father’s presence becomes more important later in the student’s life. Henry, et al., (2008) added that, in some population subgroups, males’ high performance was linked to their mothers’ having high expectations of them. The behaviors associated with high achievement were paying for private schools, engaging private tutors, promoting educational extracurricular activities, communicating frequently with school administration, maintaining strict supervision at home, talking regularly about post-secondary education opportunities, maintaining high levels of communication with students, expressing concern about learning opportunities in school, and engaging in routine activities such as discussing the day’s happenings or preparing the evening meal together. Studies indicated that students who have involved with parents performed better regardless of parental education. Other findings were that highly educated parents tended to be more involved in school activities than parents with low education levels; parents of all educational levels tended to be more involved in the education of younger students than in that of older students; and parental involvement in education over time was more consistent for females than formals. Prior education experience served as a barrier to achievement. Engstrom and Tinto (2008) added that low English proficiency-
which is a particular challenge in first generation, non-English speaking, immigrant families or ethnic subgroups—often serves as a barrier to academic performance (Gofen, 2008).

Similarly, the effectiveness of family functioning in conditioning the children’s personality and social development is also an outstanding importance (Roelfse and Middleton, 1985). In most of the societies about a century ago, the family was the most valued system in almost all spheres of life and human living. Family is the only institution which provides the security and support without any rewards in return. The effectiveness of family functioning in conditioning the children’s personality and social development has an outstanding importance (Roelfse and Middleton, 1985). The family interactions play an important role in the development of an individual. These interactions and interpersonal relationships are seen between parents, parent and child, siblings, and any other relative or person living in the household. The healthy functioning of these interaction patterns enhances mental health of the individual. Children need a happy and stable family environment and a conductive social network for their overall growth and development. Yet, happy families are not happy all the time. Disagreements and conflicts are a necessary part of living closely together. Both love and hate are to be expected in the intensity of family life and peers interactions, but it is the way negative emotions are handled that makes a difference to family life and social interactions. Parenting has long been recognized as making an important contribution to the development of competencies and problem behavior among children and adolescents. However, recently researchers have begun to develop attention to understanding variations in parenting in different cultures and how it is related to psychosocial outcomes in children and adolescents. Recent studies investigating parenting in different cultures have pointed to several important patterns regarding linkages between parenting strategies and psychosocial outcomes (Barber et al., 2003). Research has shown that family dynamics is one of the most important elements affecting healthy child development. Positive family functioning can help mitigate the influence of other factors in child development, such as family income and family structure (Schaffer, 1998). Research shows that both overall family system functioning and parental behaviors are positively related to adolescent well-being. Multi-cultural factors have been also found to affect adolescent mental health. Culture through parenting and societal norms and beliefs, plays an important role in adolescent behavior. Culture influences the lives of adolescents in many ways: language, values, beliefs, as well as social norms and expectations. Through an adolescent’s own experience of familial and cultural norms, he/she learns how to control culturally acceptable and unacceptable behaviors. In addition, culture affects parenting strategies, and the development of emotions and self-concept, which are all key components of adolescents’ lives. The majority of recent studies have shown the significant effects of cultural variations in parenting on stress, psychosomatic symptoms, self-esteem, adjustment, and general well-being among
adolescents (Halloran et al., 2002;). The concept of well-being is sometimes used interchangeably with the term. Children in stable family environments are likely to experience positive, engaged parenting and to have positive developmental outcomes. By contrast, children in foster care have often experienced family instability and other types of maltreatment that compromise their healthy development. However, providing safe, stable, and nurturing homes for these children may lessen the harmful effects of their experiences by exposing them to protective factors that can promote resilience.

Early motivational theorists in psychology attempted to explain motivation in many different settings and for many kinds of behaviors (Weiner, 1990). Harter (1983) proposed a model of mastery or effectiveness of motivation, describing the effects of both success and failure experiences on mastery motivation. The goals effectiveness of motivation are acquiring competence and influencing one’s environment. Mastery motivation is defined as a general tendency to interact with and to express influence over the environment.

**Rationale of the study**

The Indian family is imposed to the waves of ideas or values sweeping across distant societies beyond our national boundary. Family is a link between continuity and change. It is a primary group. It determines the development of individuals as it is a major source of nurturance emotional bounding and socialization. In the Indian context family is the smallest unit of social system, but its role become most important for the better future of the children. The elderly are considered as relatively wiser and the society particularly the younger group looks to then for advice and guidance which has a great effect in building of behaviour of the further generations. It is therefore imperative to examine the impact of family life and how it is perceived by the younger generation.

**Objective**

The objective of the study is to investigate the student’s perception towards their family interaction with them.

**METHOD OF STUDY**

**Sample**

A sample of sixty post graduate students was studied. There are thirty boys and thirty girls among then. Each student was interviewed with the help of questionnaire.

**Test Used**

The family environment scale (FES) questionnaire proposed by Moss & Moos (1981-86) was administered individually to all subjects. This scale FES measures the social environment of all types of families. It is composed of ten sub- scales or dimensions,
which are divided into three sets like: the relationship dimension, the personal growth dimensions, and the system maintenance dimensions.

These ten sub scales are:

- Active recreational orientation (ARO).
- Moral – Religious emphasis (MRE)
- Organization (ORG)
- Control (CTL)
- Cohesion
- Expressiveness (Ex)
- Conflict (Con)
- Independence (Ind)
- Achievement Orientation (Ao)
- Intellectual-cultural orientation (ICO)

This questionnaire presents 100 statement indicative different environmental patterns. Respondents are asked to read each statement in their booklet to answer true if they think it is true and to answer false if they think it’s false and so on.

**Procedure**

Sixty post graduate student among which (30 girls and 30 boys) were studied. These students age ranged from 20 to 23 years. First of all, the questionnaire was administered to the students individually and they were asked to respond according to the instruction. They were asked to respond freely and spontaneously.

**RESULTS**

In order to compare groups across several dimensions, the t-value carried out on each of the dimensions. The results shows significant sex differences on cohesiveness \( t=3.12, p < .01 \). The examination of mean scores shows the males perceived greater cohesiveness than do female, \((M = 4.93, 2.9)\) respectively.

The t-value performed on the expressiveness shows non-significant effect for sex \( (t = 1.29, p > .05) \) and the table also indicate that males shows greater expressiveness than females, \((M = 3.3, 2.86)\) respectively.

The result on conflict dimensions doesn’t show non-significant differences for sex, \( (t = 0.88 p > .05) \). the examination of means scores shows that roles perceived more conflicting in males on conflict than do females, \((1=2.06, 2.03)\) respectively.

The result also shows non-significant effect for sex \( (t=0.5, p>.05) \). The examination of mean scores indicated that males are more independent than the females \((M = 3.43 \&\)
3.4) respectively. The t-value performed on achievement orientation dimension does not show significant differences for sex, (t = 1.55, P>.05). The examination of mean scores indicates that males became more achievement oriented than do females, (M = 4.93 & 4.4) respectively.

The result shows significant effect for sex on intellectual factor, t = 3.84,( P<.01). The examination of means scores indicates that males shows less intellectual culturally oriented than do females. (M=2.5 & 3.00) respectively.

The result also shows non-significant effect for sex in recreational orientation, (t =1.24, P>.05) the mean scores from table shows that males are more recreational oriented than the females

The table value performed on moral religious dimension does not show significant effect (t = 0.59, p> .05). The examination of mean scores shows that males interacts more with their family than do females M= 3.3 & 3.1, respectively.

The result shows significant effect for sex with regard to organizational factor (t = 3.73, p<.01). The mean scores indicate that males are more organized than do females, M= 4.36, & 3.50 respectively.

The result does not show significant differences for sex, (t = 1.42 p>.05). The examination of mean scores indicate that males are more controllable than females, M = 3.06 & 2.76, respectively.

The result does not shows significant differences for groups, (t = 1.42, p>.05). The examination of mean scores indicated that male students shows as much self-esteem also female students M= 9.00 & 8.4, respectively.

**GENERAL DISCUSSION AND CONCLUSION**

- By focusing light on the student’s perception towards their family international style, it was found that most students want their parents to guide them affectionately and give them much attention but they were not properly handled.

- The study revealed that the male students perceived greater in their cohesion, intellectual culturally oriented and more organized than do females.

- The family system has evolved over the years as usual joint families are being replaced by nuclear families and one job families are being way to two job families.

- The familiar interaction with children becomes one of the most important for the better future of the children.
### TABLE -1

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Males</th>
<th>Females</th>
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<th>P- value</th>
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<td>SD</td>
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The children need love and affection. So with a bit of love and affection, they would be encouraged and motivated to pursue their aims. For these reasons they should be provided with proper and adequate guidance.

What seems to matter most is that the children should intrinsically motivated to develop their inherent talents by maintaining healthy and realistic aspirations, positive attitudes, adoptive skills and striving for an independent creatively meaningful life.

All the elders around the children also with their heart and soul try to build a sense of self-respect and self-confidence in the little ones so that in future when they grow up, they will be able to face life as it comes.

**IMPLICATIONS**

- Family is of great importance for man as well as for society. It is one of the most important agents of socialization. Man is born in family and he continues to be its member until his death. Apart from its socializing role, family also acts as a safety net. If the love and affection of family members are a source of great strength for the child, then family is a source of abundant love and care.

- In summary, children in stable family environments are likely to experience positive parenting and to have positive developmental outcomes. By contrast, children in foster care have often experienced family instability and other types of maltreatment that compromise their healthy development. However, providing safe, stable, and nurturing homes for these children may lessen the harmful effects of their experiences by exposing them to protective factors that can promote resilience.

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Career Counseling: An Essential Path For The Students

* Rosalin Nayak
** Lopamudra Das

Abstract

Career counseling is a process that helps to make the decisions one need about the knowledge and skills in preparing for their future career and life decisions. Since career development is a lifelong process career counseling can be appropriate for freshers, sophomores, juniors, and even for alumni. Based on this idea the paper aims at analyzing a case study as an exemplary evidence on career counseling of a 15 years old boy of grade 10, named, Manas Ranjan Nayak, of Begam pet, Hyderabad, by administering (1) Multi factor Interest Questionnaire, (2) Davids Battery of Differential Ability, & (3) Myers Briggs Type Indicator. It is found that he is a boy with normal intelligence, good personality and having better grade in many aptitude tests. Hence he can able to achieve at a high level, and that his achievements will be linked to the effort he puts into it. Thus can be advised to choose BBA/BBM degree from a good institution and consequently to MBA, MEC, MFC or MPC as options for himself in future.

Introduction:

The primary purpose of career counseling is to understand and explore the career requirements of students who are looking for higher studies. Thus provides professional assistance can help students to organize their thoughts and ideas about career choices and professional goals.

Career counseling helps to: (1) Easily identify the methods and techniques that are most appropriate to the specificity of their work, most adequate to the client categories they work with and the problems that the latter face; (2) Choose-in awareness and by comparison-those counseling tools that have appropriated qualities for the identification of interests, aptitude systems, personality features, etc. of the clients involved, and on

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implementation and result interpretation, facilitate clients’ decision making regarding their career, suggest alternative occupational pathways, support the creation of an individual career development plan, help understand the world of work and social and economic relations, enhance a successful start with the social and professional life; (3) Identify the evaluative qualities and the limits of professional counseling and guidance instruments; (4) Act professionally, ethically and qualitatively in the examinations, evaluations and interpretations required by the particular counseling situations (Mihai JIGA U, 2007).

“Career counselling is the process of attaining the maximum compatibility between the resources, requirements, aspirations or interests of an individual and the real offer in the field of education, training and social and vocational integration. Career counselling is a social service initiating a holistic, continual, flexible approach of individuals, throughout all the phases of their lives (formal education, employment, social integration, community involvement, continuing professional development, changing jobs, family status, requalifications, retirement, etc.) and under all the significant aspects of life and the roles taken on in school, profession, social and community life, family, leisure, etc. which is represented by information, counselling and guidance provided by authorized counsellors.” (Jigau, 2003).

Kapes, Mastie and Whitfield (1994) state that the results of an examination carried out with a view to career counselling can be used for guidance, to discover and certify competence, to support decisions and career development. At the same time, with this approach, the objective of career counselling is no longer finding an occupation that should best fit the client, but occupational families or even large occupational fields, since the person is believed apt to learn continually, to adapt to new work situations and to be involved in the development of their own competence. In this logic, we need to include a new stage of counselling: that of “planning the development of a career and its change” NAEP, 1971). At present, most counsellors reject the idea that for a certain client, “there is only one suitable occupation” and opt to counsel their clients to make “broader decisions”, to stay open to several work opportunities or “alternative careers”, invite them to self-knowledge and personal information quest first and then guide them towards “flexible decisions”.

Disadvantages:
- the study of one case cannot offer a basis for relevant generalization;
- the method is not efficient to put across an information / scientific content;
- it is difficult to evaluate the contribution of each team member to the solutioning of case, and the impact felt by the actors involved.

One of the overall goals of the career counseling process is for the counselor to assist the client to transition from a stage of exploration of themselves and their abilities,
interests, and traits to that of making career-related decisions. Early in the career counseling process, a career counselor will work with the client to establish the counseling goals. “The goal of career counseling is to advance the client’s awareness of self-identity and to create the readiness for internal psychological movement,” (Andersen & Vandehey, 2006).

Keeping in view the benefits of career counseling and based on the idea of Case & Blackwell, 2008; Price, 2006; Jigau, 2001; Donner, 1998; Gysbers, et al., 1974, 1992, 2003; Hudson, 1999; Puchol, 1994; Sanchez, 1994; Super, 1995; Winterscheid, 1980 this paper will provide the ways and means for the students to the orientation to career counseling processes, through the examination of a case study of a 15 years old boy, named Manas Ranjan Nayak, of Begam Pet, Hyderabad. The study consists of background history, his current career situation, exploring the career counseling process with a look at the overall goals of career counseling as well as global economic issues and end with applying specific career counseling theories to Manas’s situation. Finally several effective tips with a comprehensive manner will be described which were effective for career counseling process for Manas, the client, a 15 years old boy, completed class 10.

BACKGROUND / HISTORY

Manas completed his 10th grade in the IGCSE curriculum from Abhyasa Residential School in Toopran. He studied there from Class 8 to Class 10 and scored three A grades (Biology, Business Studies, and Physics), two B grades (Math, Geography), one C grade (Chemistry) and one E. Before that he studied at Gautam Model School in Karimnagar for classes 5 to 7 and studied at Kencrest Global School from LKG to 4th class. His school performance was good. Almost 80% to 85% of marks he was generally secured throughout his career and admitted that he was enjoying the school life with basketball, drama, music, dancing, playing games and uses these as his ways to have fun. He is hard working also. He is very social and having lots of friends with some core group. He admitted his good relationship with his family but is closest to his cousin who is in the 11th grade and pursuing MPC.

His family comprising of his parents and two siblings: one twin sister and one elder brother. His twin sister has also just completed her 10th grade from Abhyasa and his elder brother is currently studying in IIT Guwahati and is pursuing his second year B Tech in ECE. His father is a businessman and his mother is a housewife. All the above information was corroborated by his father. Manas is close to his twin sister, but is not very close to his elder brother, whose temperament is different.

The behavioral observations of Manas presented almost normal manifestations. He reached in time for the career interview. He was dressed appropriately for his age, appeared
to be of average height and weight. He was articulate and engaged fairly easily in the session and appeared interested to make a decision about what to do. His motor activity was impressive. He described his mood as “good” and reported no problems with sleep or appetite. He denied any current suicidal and/or homicidal ideation and his affect was normal.

**ASSESSMENTS ADMINISTERED**

- Multi factor Interest Questionnaire (MFIQ)
- Davids Battery of Differential Ability (DBDA)
- Myers Briggs Type Indicator
- Your Values

**ASSESSMENT RESULTS AND INTERPRETATION**

Aptitude: David’s Battery of Differential Ability –Revised (DBDA-R):

The DBDA was developed as a measure of an individual’s various mental abilities. The DBDA-R is a standardized procedure for objectively measuring what a person is able to do in 8 specific abilities. It consists of a series of eight timed ability tests. Scores on the subtests range from 1, which suggests a very low ability to 10 or very high ability. Ct scored the following on each subtest:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Ability</td>
<td>4</td>
</tr>
<tr>
<td>Clerical Ability</td>
<td>5</td>
</tr>
<tr>
<td>Numerical Ability</td>
<td>9</td>
</tr>
<tr>
<td>Reasoning Ability</td>
<td>5</td>
</tr>
<tr>
<td>Spatial Ability</td>
<td>5</td>
</tr>
<tr>
<td>Mechanical Ability</td>
<td>4</td>
</tr>
<tr>
<td>Closure Ability</td>
<td>10</td>
</tr>
<tr>
<td>Psycho-motor Ability</td>
<td>8</td>
</tr>
</tbody>
</table>

Manas’s results on the DBDA-R scales gave more information on his abilities that are options for him to explore further. He scored 10 in the area of Closure ability, 9 on Numerical Ability and 8 on psychomotor ability indicating high ability (8-10 range) in these areas. His profile indicates that all of his other scores fell in the average range (4-7) with no low ability scores at all. He demonstrated average ability in Verbal, Spatial, Clerical, Reasoning, and Mechanical abilities.

His high scores indicate that he has an extremely high ability to understand and grasp relationships among incomplete stimuli. He has a high motivation or goal directed observation along with rapid perceptual accuracy to comprehend the surroundings. In addition, he also has a high ability to yield numerical operations rapidly and accurately. He has high skill to
manipulate numbers quickly and accurately and will perform well in accounting, technical and data processing kind of tasks.

His scores in other areas of average ability indicate that he will perform at an average level in tasks involving those ability areas. In order to perform at a high level in those areas, he will need to work harder than normal to develop skills for a successful career in those areas.

Ability in a given area implies that the task in that area can be performed now, if the necessary external circumstances are present, then no additional training is needed in completing the task. A high ability in an area indicates that a person will be successful in that area. If Manas will chooses a career based on Numerical and Closure skills, he will likely succeed with ease, while if he chooses a career where he has an average score, he should continue to get the training and skills needed in the career of his choice. Also, he would likely have to put a lot of effort into those activities in order to succeed. People with average abilities typically can perform at an average to above average level in most tasks. Keeping in view of Manas’s age, intelligence and ability level, it is more advisable for him that he will continue to develop his abilities and grow positively in the future, as long as he works hard to achieve success.

Interests: Multi factor Interest Questionnaire (MFIQ)

The MFIQ is designed to measure an individual’s vocational interests in eight different areas which included Business, Clerical, Agricultural, Mechanical, Scientific, Outdoor, Aesthetic, and Social. The scores of Manas in these areas were as follows:

<table>
<thead>
<tr>
<th>Business factor:</th>
<th>6</th>
<th>Scientific Factor:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Factor:</td>
<td>4</td>
<td>Outdoor Factor:</td>
<td>8</td>
</tr>
<tr>
<td>Agricultural Factor:</td>
<td>3</td>
<td>Aesthetic Factors:</td>
<td>6</td>
</tr>
<tr>
<td>Mechanical Factor:</td>
<td>3</td>
<td>Social Factors:</td>
<td>8</td>
</tr>
</tbody>
</table>

His scores indicated high interest in two areas (Outdoor and Social) and average interest in the Business, Scientific and Aesthetic areas. His scores in the Clerical, Mechanical and Agricultural areas fell in the low interest level. Thus, it appears that he has high interest in outdoor events and likes to be outside frequently. In addition, he also has a high interest in people and shows satisfaction with social relationships and social welfare. All others areas were of average to low interest. Given the high interest areas as indicated by the test, it appears that’s Ct would be happy in a career involving people contact and where he gets to be out of the office. His current interest are also based on his present life situations and probably draws on his love for outdoor games and for his friends. His average interest
areas of Business clearly show his growing interest in that area that would probably expand once he is able to explore that area further. High interest in any area suggests that if an individual chooses a career in that area, he will remain motivated and focused to succeed in that area.

Myers-Briggs Type Indicator (MBTI)

The MBTI was designed to help individuals learn about themselves in terms of four personality domains with eight preferences. It helps create a self-awareness that allows for individuals to understand how their preferences can relate to different career possibilities, strengths, growth areas and career satisfaction needs. The four personality domains are Extraversion-Introversion (E-I), Sensing-Intuition (S-N), Thinking-Feeling (T-F), and Judging-Perceiving (J-P). Extraversion-Introversion distinguishes a preference for focusing attention on, and drawing energy from, the outer world of people and things (E) versus the inner world of ideas and impressions (I). Sensing-Intuition distinguishes a predisposition for gathering data directly through the senses as facts, details, and precedents (S) versus indirectly as relationships, patterns, and possibilities (I). Thinking-Feeling distinguishes a preference for making decision via objective, impersonal logic (T) versus subjective, person-centered values (F). Judging-Perceiving distinguishes an outward preference for having things planned and organized (J) versus a flexible style based more on staying open to options than deciding (P).

Manas was reported as INFP category. The individual scores of each preference as well as the clarity of the preference were as follows:

<table>
<thead>
<tr>
<th>TYPE</th>
<th>SCORE</th>
<th>CLARITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introverted (I)</td>
<td>13</td>
<td>Slight</td>
</tr>
<tr>
<td>Sensing (S)</td>
<td>16</td>
<td>Moderate</td>
</tr>
<tr>
<td>Feeling (F)</td>
<td>15</td>
<td>Moderate</td>
</tr>
<tr>
<td>Perceiving (P)</td>
<td>20</td>
<td>Clear</td>
</tr>
</tbody>
</table>

ISFPs are gentle, soft spoken and modest people. On the surface, ISFPs often appear cool and impassive but really have deep and passionate feelings that they share only with people they know well and trust. They are loyal, devoted, and patient friends, not particularly interested in trying to control or impose their values on others. They are trusting and sensitive, and need their personal and professional relationships to be harmonious and tension free.

Realistic, sensible and down to earth, ISFPs are concerned with enjoying life and experiencing all things to the fullest. ISFPs have a spontaneous and playful disposition and
tend to prefer to respond to events rather than plan ahead. Often artistic, ISFPs notice the beauty in everything around them and enjoy spending their free time on their hobbies or crafts. They tend to have a small, tight knit group of friends and strive to maintain a balance in their lives, not placing work above the other things that matter most to them.

Generally ISFPs are trusting. So they can sometimes be considered as advantageous by others. They tend to take people at their word and don’t have scrupulous motives others may have. They can become mired in unpleasant situations, not easily able to see alternatives and unwilling to risk hurting the feelings of others by confronting conflict. ISFPs use their personal values to judge everything and often don’t consider more objective criteria in making decisions. They may need to be more assertive about expressing their feelings so they don’t neglect their own needs.

As ISFPs tend to live completely in the present, they often do not see the larger picture or see how their choices impact future events. They need help prioritizing and organizing their time and may become easily distracted from completing tasks. They can become overwhelmed by choices and obligations and need plenty of time alone to regain their balance and perspective.

**Careers to Consider:**

<table>
<thead>
<tr>
<th>Fashion designer</th>
<th>Tapestry worker</th>
<th>Interior designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landscape designer</td>
<td>Radiology technologist</td>
<td>Medical assistant</td>
</tr>
<tr>
<td>Veterinary assistant</td>
<td>Animal groomer/trainer</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Crisis hotline operator</td>
<td>Teacher: elementary/science</td>
<td>Clerical supervisor</td>
</tr>
<tr>
<td>Visiting nurse</td>
<td>Physical therapist</td>
<td>Massage therapist</td>
</tr>
<tr>
<td>Dental hygienist</td>
<td>Computer operator</td>
<td>Surveyor</td>
</tr>
<tr>
<td>Botanist</td>
<td>Police Officer</td>
<td>Waiter/ Waitress</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Beautician</td>
<td>Jeweler</td>
</tr>
<tr>
<td>Gardener</td>
<td>Potter</td>
<td>Painter</td>
</tr>
<tr>
<td>Dancer</td>
<td>Chef</td>
<td>Forester</td>
</tr>
<tr>
<td>Geologist</td>
<td>Mechanic</td>
<td>Storekeeper</td>
</tr>
<tr>
<td>Legal secretary</td>
<td>Typist.</td>
<td></td>
</tr>
</tbody>
</table>

The above list is not an exhaustive one, thus keeping in mind the personality traits listed above, any choice of career involving the strengths of Ct’s personality traits will be one in which he is most successful.

**VALUES: YOUR VALUES:**

In terms of Clients own values as evidenced by his answers on the values scales, his top value was Friendship and Companionship followed by Adventure, then Beauty/
Aesthetics, Family followed by Independence and Freedom. He thus values working closely with others and would not like being in a job where he is cooped up in an office with no people to interact with. He also has a high adventure score indicating that he would like some risk taking and varied job duties and possible a career involving some travel. He also values art and beauty and would like to be in a career where he can enjoy and appreciate art and beautiful things. He also wants a job that allows him time with family and close friends and would like work hours that are consistent and stable. Finally, his value of independence and freedom suggests that he should not be in a career where he is rigidly supervised or scheduled and can have a great deal of freedom to work as he would like to do.

CONCLUSION AND RECOMMENDATIONS

The career assessment of Manas suggests that he is an individual with normal intelligence and has good abilities in a few areas. His personality profile indicates that it is very likely that he would succeed in several areas if he chooses a path that uses the strengths of his personality. His intelligence level indicates that if he works hard, he can achieve at a high level, and that his achievement will be linked to the effort he puts into it.

Manas desired to choose MEC or MPC as options for himself for the future. While his interest in Engineering is low, choosing MPC might help him have more options in his undergraduate studies. His ability level suggests that he will do well in choosing both MPC or MEC and thus the determining factor in this situation is his choice. If he wants to pursue his career in the Business/Commerce area, then he might have a better shot at an MBA from a good institution if he were to do engineering. However, given his lack of interest in engineering, this might not be the easiest option to choose. Choosing to do a BBA/BBM degree from a good institution might also give him the opportunity to an MBA from a good institution. Given his personality and ability scores, he should clearly continue down the path of Mathematics in addition to pursuing the business area for future study, given his high expressed interest in the area.

References:


## Challenges To Universalisation Of Primary Education

Bijoyalaxmi Das

**Abstract**

There is a constitutional provision for universalisation of primary education. The central government and the state governments have acted accordingly for fulfilling the constitutional amendment. One of the achievements in this field has been legislation of article 45 of the Indian Constitution. Many commissions, committees and programs are carried out by the government but it has failed for providing universalisation of primary education to all the children. We cannot achieve the universalisation of primary education due to some shortfalls in our system. It is a challenge for us.

Publish in next Issue
Sex Education For Indian Society And Teacher

* Sabita Mishra

Abstract

Sex is considered as the origin of creatures and provides pleasure to lead their lives better. Fascination towards sex is absolutely natural phenomenon. In ancient India, sex was treated more valuable for maintaining ideal human life. Kamasutra, Ratirahashya, Panchashakya and many Indian scriptures describe the importance and principles of sexual life. Sexual urge is mostly experienced in adolescent stage due to physiological and hormonal changes in body. At present, TV, Internet, cinema, commercial advertisements, indiscipline life style, lack of moral and spiritual education, fascination towards extreme material life, rootless culture etc. insist and excite extremely the teenagers towards sex. For which the youngsters indulge themselves in unfair and unhealthy sex practices without considering its harmful effects on their life and society. Rampant sex perversions, teenage pregnancies, AIDS and other fatal sexually transmitted diseases occur more and more and create great challenge for the present society. Illiteracy, ignorance and lack of proper knowledge about sex in right time are responsible for sex related issues in the society. Teaching of sex education from school levels is need of the hour in India, as it is one of the largest adolescent populated states in the world. Trained, experienced, disciplined and spiritual minded teachers need to impart sex education properly to students at different levels considering to their understanding capacity by adopting various methods and techniques of teaching. Sex education not only focuses on sex but it highlights on various aspects of life and wide range of society. Sex education will act as a panacea to eradicate sexual crime and inspires for a healthy and peaceful life.

Key words: Sex Education, Adolescence, Sex Perversions, Role of Teacher

Introduction

Education enlightens the individual and prepares him to lead a disciplined life in the society and sex education is the important part of this preparation. Sex is the central to human life. Sexuality presents a multidimensional aspect and concerns deeply with human
in the interweaving between sexuality, social influences, cognitive and affective development. Lack of knowledge of the functioning of sex urge is the source of unhappiness, suffering, crime, vice and sorrow. Most of the adolescents not only slip their feet but also spoil their whole life without acquiring proper knowledge about sex. At present, this is a major problem for India due to illiteracy, lack of awareness and some wrong traditional beliefs relating to sex. Sex education can influence adolescents perceptions of the risk associated with sexual behaviour and the precautions they adopt. Sex education as an important instrument can control and eradicate sex perversions, illegal prostitutions, AIDS and many other sex related issues. In this context, teacher has a vital role to play in imparting sex education to the adolescents, so that they will modify their behavior and develop positive attitude which will be helpful in establishing peace and pleasure in the society.

**Sex and Sex Education**

Sex is the main source of life and it is very natural for human being. In the case of all living creatures, urge for the sex is very essential like the urge for food or the urge to excrete the waste from body. Assimilation, excretion and reproduction are the three vital biological pleasant functions conduct preservation of life and continuity of the race. If these natural functions do not provide pleasure, no one would incline to perform such activities. The organs or the region through which these functions are carried out are known as erogenous zone and the pleasure derived from these functions is essentially the same i.e. sexual in nature.

Sex is explained in a wide sense of any physical pleasure which is derived by the stimulation of any sense organ called Karma-Indriya like sight, hearing, taste, smell, defecation or elimination of waste and stimulation of sex organs properly and even the pleasure derived from massage or making soothing sensations on the skin.

Sex desire in other words hunger of body acts like that one’s hunger of belly. Any physical pleasure arising from any erogenous zone can be called sex gratification. Man is most intelligent and considerate and he can never go away from the sexual sensation as a biological creature. Fascination towards sex is absolutely natural phenomenon. Generally sexuality comes to bloom in the adolescence stage of human being. Sex feeling does not sprout only at puberty; it is on the stage of early infancy. Sucking mother’s breast by her baby with a blissful smile with rosy cheeks and calm composure is the instance of the infantile sexuality (Freud, 1922).

Sex education is also known as sexuality education or sex and relationship education is the process of obtaining information, training, attitudes and beliefs about sex, sexual identity, relationships and intimacy.

Sex education commonly educates about sex of human-being as well as it gives importance on biological, psychological, social and other aspects related to the sexual
matter. Though sex belongs to individual in nature, it has a great responsibility towards society. Sex education not only highlights on biological science but it also stresses on social science. As sex is the natural urge of human life, individuals are naturally impressed towards it in different ways from their childhood.

**Sex Education in Ancient India: Historical Perspective**

In ancient India, sex has been treated as more valuable for maintaining human life. It is considered to be the secret of attraction not only among human beings but also among the plants and animals. The Kamasutra by Vatsyayan, Rati Rahasya by Kukoka, Panchshakya by Jyoti Rishi and so on writers’ writings illustrate kinds of men and women according to their nature and principles of sex life as well as different types of singing, dancing, decorating, arranging bed & household things, etc. inspire to a happy conjugal and disciplined family life. Vatsyayan had emphasized that his writings should not to be used or abused as means of satisfying sexual desires in a thoughtless manner but it was to be treated as a source of knowledge and information to be put into practice by good citizens for the sake of Dharma, Artha and Kama.

In the Vedic and Post Vedic age, people had realized the value of sex in making good human life and education of sex or Kamakala was being treated as a part of life of a gentleman. In some ashrams, students were learning sex physiology, sexual relation, sexual responsibility in marriage, love making etc. along with various other courses.

Ancient Indian scriptures like Vedas, ManuSmriti, Ramayan, Mahabharat, Sanhitas etc. focused on the sexual pleasure that was being considered to be the supreme pleasure called as ghananand. An unmarried person, a learned person devoid of the knowledge of Kamakala, a married person having no children and a person ignorant or incapable of fulfilling one’s sexual responsibilities in married life were considered to be unfortunate persons, since their lives were incomplete.

In ancient period of India, sex was considered as an art and its free and fine expression was found in temples and monuments. Prostitutes, concubines and courtesans flourished, as they were patronized by the feudal class. This sensual atmosphere was bound to influence the art of the period and hence, it was reflected in temple art as sculpture and the erotic motifs were in harmony with the cultural or religious environment in which they belonged.

Sex has taken a significant role in religion from early days. Sex organs are worshipped in our religion due to their significance for reproduction and source of pleasure. According to Markandaya Purana, the phallus or linga is taken as male creative energy. It is specially related to the lord Shiba. The linga generally rests in a round or oval base shape recognised as the yoni, the female organ. The union of yoni and linga refers to Purusha with Prakrti or Atma with Brahma. Similarly, various ancient Indian customs, dance, song, folk culture
etc. give priority to the sex. Sex is very clearly and openly discussed in ancient Indian culture for entertainment and enrichment of life.

**Reviews**

Sex related issues are major issues in most of the countries of the world. Vast database of literature are available on sexuality education in different countries which focuses on different areas such as; need of sex education for adolescents, introduction of sex education in schools, attitude and perception of teachers and students etc. As sex in Indian society has been a taboo subject for many generations, there has been little progress in sex research in India. Lack of knowledge about sex leads to STI infection, sexual abuse, sex scandals and AIDS in adolescents (Moore & Rosenthal, 1993; Sonkamble, 2009). Adolescents gather information about same sex and opposite sex relationships from peers (Steele, 1999). The study of (Conger, 1991) revealed adolescents who were able to discuss sex education freely and openly with their parents are less likely to be involved in sex than those who do not communicate with their parents. Mazova (2002) learners have positive attitudes towards sex information given by parents, teachers, magazines and peers. Some studies have been conducted on different sex practices. In a study Madhusudana (2008) found majority of trafficked women are young and are forced into prostitution and mainly trafficked from drought prone areas; more than half of the women were found to be suffering from STI infections. School is an important place to impart sex education to the students. Health professionals consider schools to be the main site for the provision of sex and relationships education for young people (Kirby, 2006). Bennamin et.al (2010) opined that school based sex education programmes are important tool in STI prevention. Implementation of comprehensive sex education programmes in schools would tend to lower the teenage pregnancy and STD rates in minor (Valimont, 2005). The study of Pradhan (2008) revealed information education and communication programmes from a rights perspective are essential for better sexual and reproductive health of young people and introduction of sex education in curriculum will equip the learner with life skills, reduce the high level of dropping out and unwanted pregnancies. Sexuality education gives knowledge to teenagers on how to prevent transmission of diseases and health problems (Steinberg, 1996). Introduction of sexuality education in schools will reduce the rate of HIV/AIDS infection, teenage pregnancies and child rape as well as children engaging in sexual acts (Harilal, 1993 & Naidoo, 2006). Teacher is the most important determinant of the success or failure of sexuality education programme. (Cassell & Wilson 1989; Etsane, 1997; Nath & Nayar., 2006). Nqoloba (2008) found teachers have positive attitude towards the inclusion of sexuality education in the curriculum. Family and sexuality education programme should be incorporated in the curriculum and expert educational services need to be made available in schools and teachers are required to be trained for this purpose (Van Rooyen & Louw,
Teacher trainees believed that sexuality education empowers children to deal effectively with sexual matters (Lokotwayo, 1997). Chauhan (2006) observed that teachers should be sensitized and trained to handle sexuality education without embarrassment, negative attitude and uncomfortable feelings. Butler (2011) proposed teaching communication in sex education facilitate communication skills, knowledge and ease of use. Kirby et.al (2006) effective sexuality education programme provide specific information about behaviours that students can use within their relationships, including giving examples of situations where such behaviours, would be appropriate or useful. In the light of above evidences, the present study is designed to investigate ‘sex education for Indian society and teacher’. This study is imperative for adolescent boys and girls as it will aid them to have access to sexual health information, make informed decision that will guarantee them a reputable future and acquire life skills to deal with sexuality and relationships in a satisfactory and responsible manner.

**Objectives**

The objectives of the study are;

(i) To study sex related problems of adolescents and importance of sex education for them.
(ii) To study the significance of implementing sex education in schools at present.
(iii) To investigate the role of teacher in imparting sex education to students.
(iv) To provide suggestions for the development of sex education.

**Need of Sex Education in Present Society**

In India sex maturity comes earlier than the mind maturity because of its hot climate. Due to insufficient awareness about sex among the adolescents, they face many problems in their personal and social life. Education for sex can only guide the youth to lead their life in a positive direction.

Sex education is highly necessary in the present society of India. Because India is a highly populous state in the world and a large number of its population constitute adolescents. Adolescence is the period of storm and stress. During this stage of life, adolescents are under deep psychological pressure. This psychological pressure is the result of one’s growing sexual needs and the biological changes in androgenic hormonal effects on the individuals. Allegeier and Allegeier (1995) stated that increases of hormones at puberty were related to measures of sexual motivation (thinking about sex, sexual arousal, etc). Most of the children during adolescent stage are easily irritable. They become more interested in sexual experimentation with others (Rice, 1996). Sex education in all its forms, has an important influence on the sexual development of young adolescents, particularly as research indicates that ages 12 & 13 years are peak times for learning about many sexual concepts, with 51% of certain sexual information being acquired during this period (Lerner, 1993).
Teenage is the most crucial and fragile stage of life (Subramanian, 2013). During this period they query many things about sex. Increasing peer pressure, exposure to TV shows, movies of western country, pornography in Internet, necked pictures in commercial advertisements, luxurious life style, lack of parent’s guidance and affection, disinterest in own culture and tradition and so on factors aggravate their sex related activities in a wrong way in most of the times. Ignorance and lack of knowledge about sex compel the youth to knock at wrong doors and thereby they invite risk to their life. Sex education should be cognizant of the needs of the children and provides suitable ways to give them appropriate knowledge about sex life.

Now-a-day’s crimes against women are rampant in India. At present, in every moment, children and females are raped and tortured in many ways. As per NCRB report 2010, India occupies 3rd position in rape and 21,172 rape cases were filed in India, in the year 2010 and in every 3 rape cases 2 are minors (The Samaj). In the year 2012, in average, 68 women were raped every day (NCRB report, 2013). Research study reveals that there are more than 900,000 sex workers, 30% of them are children, and the number of children involved in prostitution is increasing by 8%-10% each year.

Rapid spread of AIDS has caused a multitude of ongoing problems for India. Approximately, 3 out of every 100 Indians are suffering from HIV positive. The outbreak of AIDS has given a new sense of urgency to sex education. Avoiding sex education in a large sense is an obstacle to prevent sex transmitted infections (like AIDS), abortion and also equity in gender issues and in sexual minority rights (Wight & Others, 1998).

Moreover, according to Indian religious beliefs, in some places at a very young age, girls are dedicated to the Gods/Goddess and debarring them to marry any male persons, that forces them for prostitution and slavery in the name of religion.

Every child has to be aware of the importance of sex education for his/her better living. It will not only enrich the minds of children, but also boosts their confidence and self esteem, as a result of which a lot of youngsters seem to save them from ill effects of sex.

Teaching of Sex Education in Educational Institutions

Implementing sex education in Indian schools would make life safe in India. Sex education in schools should exist without any doubts and apprehensions as it offers many benefits (Shah, 2010).

Regarding sex education, the schools will offer the information and the knowledge to the students that they need to understand, to know the responsibility that is accompanied by sexual relationships. Apart from educating the students about safe sex, sex education in schools helps students to learn proper terminology for reproductive system. Early inclusion of sex education will help teenagers to remain away from sexual perversions. Many sexual
problems that occur in adolescent stage can be controlled if effective sex education is given at the right time.

As sex education is an answer to many social problems and conflicts, educationists have been making conscious efforts to include relevant contents and suitable methods in respect of sexual health education in the curriculum. Apart from classroom teaching, students are required to get concrete and definite knowledge about sex with the help of pictures, models, charts and other relevant aids.

**Age Factor for Sex Education**

According to growth of mind, curiosity increases in the child to know that comes to his/her sight. Child’s eye cannot avoid that easily. Arising of sex related queries in child’s mind is a common matter. It signifies positive sign of child’s body & mind and child should be allowed to clear his/her doubt.

Sex education gives priority to answer all questions that arise by children in very simple way and true sense by respecting their interest. Before imparting any matter relating to sex to the children, their mental capability for understanding it should be taken into consideration. For example, to teach detail a girl child of five or six years about pregnancy or birth of babies is boring and fruitless. It can be answered briefly, simply with giving examples according to the ability of child’s comprehension.

Sex education is required from very childhood to make the children ideal human beings. Sex education must be imparted from lower classes of schools to higher classes of colleges / universities.

**Role and Responsibility of Teacher**

Teachers are the architect of the nation. It is only teacher who can infuse the noble ideas in the minds of students and brings positive change in their behaviour. Teachers have important responsibilities in enlightening children about sexual matters (Shankar & Shanker, 1978). Teaching of sex is a continuous process. In this context, the roles of teacher are as follows;

Teacher should have firsthand knowledge of sex problems and sex diseases.

- Through formal and informal approach teacher can explain the physiological changes takes place in human body.
- Teacher should impart desirable and appropriate life skills (Thomas, 2006). He must enable the learners in mastering life skills to avoid high risk behavior such as sex outside marriage, injecting drugs, unhealthy and unhygienic practices in personal, social and professional lives.
- In order to impart sex education, teacher has to provide up-to-date information and facts relating to sex to the children to make finest choices for their own lives.
• For teaching of sex related topics teacher should adopt techniques like role-
playing, group discussion or having a question box in the classroom where
students can anonymously ask sensitive questions related to sex.
• Teachers need to be oriented with proper knowledge of the matter to impart
the education taking in view the biological and social needs of the children of
different age groups.
• Teacher has to handle all the queries of the students with patience.
• Teacher should possesses good moral character and be spiritual minded and having
depth in own culture and custom by which he can provide sex education
assimilating with Indian tradition in constructive way.
• Verbal teaching becomes more effective when it is visualized. Pictures, models,
charts, TV, video and internet etc. need to provide sex education with enchanting
mode.
• Teacher should impart sex education to boys and girls together in the same
class. Any segregation in this regard is harmful. The sex instruction should be
suited to the needs of the children of different age groups.

Suggestions for Development of Sex Education

Development of sex education can be considered from various aspects such as;
implementing up-to-date knowledge & technology for the need of present society, skilful
and experienced educators bearing good moral character, modern teaching aids etc. Besides,
the course designer, experts and educators need to give respect to the feeling and tradition
of society where it is imparted. The tradition and culture of the soil having human value as
well as natural sex value need to be introduced in the curriculum for easy accessible to
learners. Some suggestions for the development of sex education are described as follows;

➢ Sex education should be rational and real fact based. Through the teaching of general
science, biology, physiology and hygiene, sex education can be imparted to the
students. Physiological knowledge about sex differences, animal and human
reproduction involving all the processes of mating, fertilization, pregnancy or birth
can also be imparted.
➢ Children should be taken for a visit to farms, veterinary hospitals, and zoological
gardens for getting real experience of animal sex.
➢ Sexologists, medical practitioners, psychotherapists, specialists having expertise and
firsthand knowledge of sex problems, perversions or sex diseases should be invited
regularly to the educational institutions for their valuable talks on the matter, not only
for students but also for teachers and parents.
➢ Curriculum of sex education should be designed as per the mental capacity of children.
The prescribed curriculum & text of sex education need to be revised and examined respecting to customs & traditions of India.

- More extensive study and research on sex education at higher classes particularly at colleges, universities are highly required.
- Ancient sex literatures, moral stories, should be imparted as examples in sex education for living an ideal life.

Conclusion

Implementation of knowledge is a great factor than acquiring it. Sex education no doubt, imparts concrete knowledge on sex and social relation, but carrying out it in life depends on the learner’s will power. Implementation of the theoretical knowledge is not only being relies on learner’s depth of understanding but also it requires experience, conscience and far-sight of learner. Such judicious consideration can’t be expected from the students due to lack of their experience on personal and social life. Most of the time, it has been found that highly educated, married and aged persons indulging themselves in sex perversions. In ancient India, the war described in the epic of Ramayan, Mahabharat and the world wars at the present age and so many instances from the pages of history have been rooted to the sex mischief. Youths are the principal promoters of such type of sex incidents. Teachers have a crucial role to understand the youth problems and lead them in right path. Teachers can able to drive away sex perversions from the minds of the young students by imparting them the noble thoughts and ideas of sex education, by which students can be disciplined and keep themselves away from sex mischief. This can be achieved through training of life skills, spiritual and moral teaching in addition to the sex education. Moral education can lead the mind of the individual in a constructive way. Excluding some wrong notions, Indian traditions and customs are so rich that enable our children to make them as pure and perfect human beings. The sex education can reach at its goal in our country, if it is concentrated to the eternal value of sex and society in Indian context.

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A letter to the Chief Editor

On the other day I came across with a new piece of journal in the name of ODISHA JOURNAL OF SOCIAL SCIENCE. Honestly speaking I was instantly tempted to have an over view of it specially because it has the affix of my State’s name i.e. Odisha. Surprisingly noticed that it is the 1st issue published in January 2014 from Bhubaneswar. It gave me immense pleasure as a member of Social Science faculty (Psychology) for two reasons. It is a new born journal of Odisha. And the other reason is that it has encouraged researchers by adding a scope of publication of their articles. I express all my heartfelt appreciation for this kind of laudable idea and enthusiasm of Dr. Santa Mishra, Chief Editor and owner of this journal.

Doing research for own satisfaction is totally a different matter, but venturing to publish a Bi-annual Journal is definitely a mark of consistent involvement and a sign of rich perseverance for knowledge. To me it appears to be stupendous specially because Dr. Santa Mishra at present is a Non-Govt. undergraduate teacher and must be having enormous workload of teaching and extra curricular.

Some people spontaneously may like to compare it with any established journals and make quick adverse comments, but in my opinion they should look in to the context and bear it in mind that it is a first attempt and the scope is open for constructive suggestions for an excellent future of the Journal. To criticize is easier but to create and materialize the creation is difficult. I personally perceive this journal from this angle and I am hopeful for a better future of this journal. It is a promising attempt of Dr. Santa Mishra for which she deserves admiration and congratulation from all section of readers.