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# **Social Work Bulletin**

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## Islamic Approach to Prevent the Menace of Child Abuse in the Modern Times

Dr. Samee-Ullah Bhat<sup>1</sup>

### Abstract

*The rights of the children are one of the most important issues of human rights in present times in the whole world. The international community has responded fantastically by adopting Conventions and conferences on the Rights of the Children from time to time. However, cultures, customs, and traditions in different parts of the world have tremendous importance as compared to legal regulations. Throughout the Muslim World when Muslims do something they try to justify it from Islamic Shariah (Islamic law) which is based on the Qur'an and Sunnah. Therefore the current research aims to discuss the important questions raised in this research work are: Whether child's abuse is allowed in Islam; whether Islamic law allows violence against children; what is the status of child's exploitation in Islam; what is the position of Islamic law regarding child sex? In this work, the methodology used so far is the original sources of Islam which are quoted here to support or refute a position. The main findings of this work are that Islam prohibits violence against children; their abuse is unlawful, their exploitation is banned and it is against child labour. Child exploitation, child labour, and selling or buying children for sex are prohibited under the Islamic law.*

**Key-words:** *Child abuse, Islam; Physical Abuse, Psychological Abuse; Sexual Abuse*

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## 1. Introduction

Allah says in the Qur'an "You are the best of peoples, evolved for the benefit of mankind" (Qur'an 3:110). Islamic law separates between adults and children for their more vulnerability. Children are an integral asset for future development of a nation. In lieu of this notion, almost all countries pay considerable attention to their development and wellbeing. In recent times, child abuse has become a worrying phenomenon that can no longer be ignored. This has been a phenomenon in the society today, to the extent that men of faith begin to wonder how this ugly trend could be arrested and calls for Islamic perspective to the issue. Islam prohibits any attack; abuse, nuisance and annoyance to the human being including mental and beating or other forms of physical, emotional and sexual exploitation. Children are undoubtedly the most neglected members of society and only just have any voice, even within the home. As a result, they are constantly becoming easy victims of all types of abuse. Nowadays a big number of children are depressed of their basic human rights due to undesirable health, nourishment and education as well as social situations. Child abuse is the physical, psychological or emotional ill-treatment of children. Various categories of abuse in our society are existing and increasing day by day. Child abuse plays countless effect on Child's mind and health. Child abuse may be sexual, physical or emotional in nature. In addition, children are showing to severe forms of physical and mental violence at home, in the work place, in institutions and other public places. On the whole, our children are not safe despite efforts made by government and non-government organizations in ensuring the rights of the children (Odhikar, 2015). In this research paper an attempt has been made to focus on the teachings of Islam and violence against children, their abuse, and exploitation. The main findings of this research work are that Islam forbids violence

against children, their abuse is unlawful and their exploitation is banned once for all.

## **2. Concept of Child Abuse**

Child abuse or maltreatment constitutes all forms of physical or emotional ill treatment, sexual abuse, neglect or negligent behaviour or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power (WHO, 1999). Child abuse is the physical, sexual or emotional maltreatment or neglect of a child or children (Encyclopedia). In the United States, the Center for Disease Control and Prevention (CDC) and the Department for Children and Families (DCF), define "child maltreatment as any act or series of acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child"(Leeb, 2008). According to the Journal of Child Abuse and Neglect, child abuse is "any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm" (Herrenkohl, 2005). In nutshell, child abuse includes all types of cruelty and maltreatment harmful to body, mind, emotion, impose force for personal concern and neglect by caregivers.

### **a) Physical Abuse**

Beating, pushing, biting, punching, choking, shaking, throwing, poisoning, burning, scalding, and drowning (ahsaniamission, 2014). Physical abuse includes physical violence directed at a child by an adult. The American Humane Association defines physical abuse as any "non-accidental trauma or physical injury to a child" (Association).



**b) Sexual Abuse**

Coercing, involve physical contact for example, rape or oral sex, non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.(ahsaniamission, 2014). Child sexual abuse (CSA) is a method of child abuse in which an adult adolescent abuses a child for sexual stimulation. (Plus, 2008) Sexual abuse denotes to the sharing of a child in a sexual act aimed toward the physical gratification or the financial profit of the person committing the act (Theoklitou et al., 2012).

**c) Psychological Abuse**

Cursing swearing, assaults on self-esteem, blaming criticizing children feelings (ahsaniamission, 2014). In 2014, the American Psychological Association stated that: “Child psychological abuse [is] as harmful as sexual or physical abuse”. “Nearly 3 million U.S. children experience some form of [psychological] maltreatment annually” (Association, 8 October 2014).

**3. Child Abuse: An Islamic Perspective**

Defining child abuse with precision can be of significant complexity as there seems to be no universal meaning based on a broadly acceptable value. This is because form of neglect may not be considered as an abuse in one community, but it may be considered so in another society (Augustine as cited in Afridah, 2102)

The child abuse from Islamic perspective is clearly discussed and mentioned in numerous occasions in the Qur’an as well as in the Sunnah. During the pre-Islamic era, the killing of female infants was a common practice among the Arab Jahiliyyah society. With the advent of Islam, this act was called out and condemned by virtue of the following verse:

*“Kill not your children for fear of want: We shall provide sustenance for them as well as for you. Verily, the killing of them is a great sin” (Qur’an, al-Isra, 17:31).*

In another verse, Allah <sup>(SWT)</sup> commands:

*“Kill not your children on plea of want-We provide sustenance for you and for them” (Qur’an, An-‘am, 6:151).*

Ibn Kathir (2000) interprets that Allah revealed these verses because the people during the pre-Islamic days used to kill their children, particularly female infants, as a consequence of obeying the lures of the devils. They used to bury their daughters alive for fear of shame, and sometimes kill their sons for fear of poverty.

In another verse, Allah also warns those who inflict violence by way of abusing their children in the following verse:

*“Who break the covenant of Allah after contracting it and sever that which Allah has ordered to be joined and cause corruption on earth. It is those who are the losers” (Qur’an, al-Baqarah, 2:27).*

Thus, with reference to the above mentioned verses, good Muslims reading will eventually realize that the act of abusing children violates the trust (*amanah*) of Allah and at the same time deprives children from having a normal life that they deserve.

The Qur’an, since its early revelation in Makkah, vehemently condemns and forbids such horrendous crime:

*“When the female (infant), buried alive, is questioned, for what crime she was killed” (Qur’an, al-Takwir, 81:8-9).*

Islam condemns this attitude and spurns all these practices. It forbids the murder of young girls and shows its abhorrent and horrifying nature. It is listed as one of the subjects of reckoning on the Day of Judgment. Here, the verse mentions it as one of the great events which overwhelms the universe in a total upheaval. It is signified that the murdered girl will be questioned about her murder. The verse also leaves readers to imagine how the

murderer will be brought to account.(Sayyid Qutb, 2005) Thus, this verse clearly states that killing children, once practiced by the people of ignorance, is classified as a terrible sin and violates the trust of Allah. Therefore, any parental behaviour, which is abusive and potentially fatal in nature, is also condemned and forbidden.

To conclude, child abuse from Islamic perspective can be defined as: “violation of children’s basic physical and emotional needs as well as development in terms of health, education, religion, moral conduct, spiritual, emotions, nutrition, shelter, and security. It is also considered as a violation of Allah’s trust (*amanah*) where punishment will be due on the Day of Judgment.”

#### **a) Islam on Physical Abuse**

The Prophet <sup>(SAW)</sup> has urged all Muslims to be very kind and affectionate to children when he said: “He is not one of us who does not show tenderness to the young and who does not show respect to the elder” (*Tirmidhi, Hadith* no. 1919). Therefore, corporal punishment should be avoided as much as possible. There are many other alternative methods of disciplining the child. Some of these are giving advice, temporary isolation, admonition, withdrawing rewards, denial of play time and so on. One or more of these punishments are much more effective for the child than corporal punishment (Munir “Rights of the Child: An Islamic Perspective on Preventing Violence, Abuse, and Exploitation of Children and Pakistani Law”, Accessed 25 January 2019). The proper context of hitting mentioned in the *Hadith* regarding *Salat* (daily prayers) does not seem to be corporal punishment as such, but rather a trick that the father could even hit the child if he does not observe the daily prayers. This is explained by another report in which the Prophet <sup>(SAW)</sup> said: “And for their disciplining, keep (the fear of) your stick on them, and make them to be afraid of Allah” (*Ahmad, Hadith* no. 22075). This is confirmed from another report in which Mu‘az b. Jabal <sup>(RA)</sup> has been given some

instructions by the Prophet <sup>(SAW)</sup> among them was the display of a stick for their disciplining but not for hitting (Ahmad, Hadith no. 22075). Moreover, it is also reported from the Prophet <sup>(SAW)</sup> that the stick should be displayed in such a place so that it could be seen by all members of the household. It is important to note that the Prophet <sup>(SAW)</sup> did not order the hitting of anyone with the stick. Manawi comments on this *Hadith* and says that when the members of the household could see the stick, they will not commit bad things and it will encourage them to learn good manners (*Ahmad Hadith* no. 22075).

Therefore, children should only be disciplined but corporal punishment should be avoided as this will have negative effects on the child. Moreover, alternative methods of punishments should be used as these are very effective with children. One of the biggest disadvantages of punishing a child is that the parent will deprive himself of the mercy of Allah. The Prophet <sup>(SAW)</sup> is reported to have said to Aqra b. Haabis Al-Tameemi [who told the Prophet <sup>(SAW)</sup> that he has ten children, but he never kissed one of them] that “the one who does not show mercy will not be shown mercy [by Allah]” (*Sahih Bukhari, Hadith* no. 5651). It is reported that a Bedouin was surprised to see that the Prophet <sup>(SAW)</sup> kissed his grandsons, Al-Hasan <sup>(RA)</sup> and Al-Husain <sup>(RA)</sup>, and asked the Prophet <sup>(SAW)</sup>, “Do you kiss children? We do not kiss them. The Prophet <sup>(SAW)</sup> said, “It is beyond my control if Allah has removed mercy from your hearts” (*Sahih Muslim, Hadith* no. 2317).

Punishing the child might make him disobedient of his parents which will deprive the parents of all the goods the child was going to do them when they will be old. Ibn Qaiym mentions that a person who punished his son for disobedience was told by him (his son), “You have punished me when I was a child, I am punishing you when you are old. You neglected me in my childhood; I am neglecting you in your old age” (Ibn Qaiyam:

156). As you so, so shall you reap. Thus a child who is taken care of in his childhood will pay it back when he is a father.

### **b) Prohibition of Sexual Exploitation**

Islamic considers an act of prostitution as a form of sexual exploitation and thus forbids it (Ibn Majah, Hadith no. 2842). Forced prostitution is likewise forbidden, as is sexual exploitation for profit, according to Quran 24:33, stating but force not your maids to prostitution when they desire chastity, in order that ye may make a gain in the goods of this life. The Hadith of the Prophet <sup>(SAW)</sup> likewise prohibited taking the earnings of a soothsayer and the money earned by prostitution (*Ahmad Hadith* no. 6756). In Islamic law, if a man had sex with a female child, he will be given *hadd* punishment (Ibn Qaiyam: 150). In most cases a minor is forced or lured into sex by someone and sedated before sex. This carries a heavier punishment than sodomy for the active partner but no punishment for the minor.

### **c) Islam on Psychological Abuse**

The Prophet <sup>(SAW)</sup> would only advise the child in a polite way if he would see that someone had made a mistake. This is evident from the report of Anas <sup>(RA)</sup> who said: “I was with the Prophet <sup>(SAW)</sup> for ten years and I swear in the name of God that he never said ‘uff’ (fie) to me nor did he say, “why have you done this or why have you not done that” (Imam Sarkhasi, vol. 9: 75.). He further asserts that whenever I delayed to do something according to his orders or would do otherwise than would be ordered [by the Prophet <sup>(SAW)</sup>], he would never blame me or chide me. Anas (RA) further says that when any member of the household of the Prophet <sup>(SAW)</sup> would complain against me to the Prophet <sup>(SAW)</sup>, he would say “Do not say him anything (to him), if Allah would will this thing, it would happen” (Bukhari, Hadith 5578). As is known Anas <sup>(RA)</sup>, ‘Abdullah b. ‘Abbas <sup>(RA)</sup>, Zaid b. Haritha <sup>(RA)</sup>, and Osama b. Zaid <sup>(RA)</sup> remained with the Prophet <sup>(SAW)</sup> for a longtime and served him

and his household but none of them have complained of any chiding, blaming, scolding and reprimands by the Prophet <sup>(SAW)</sup>. Thus, the Prophet <sup>(SAW)</sup> had never blamed a child in his life.

According to the teachings of the Prophet <sup>(SAW)</sup>, parents should never curse their child. Instead, they should always make *du'a* (supplication) for him as their supplication for their child is responded to by God. The Prophet <sup>(SAW)</sup> is reported to have said: "Three *du'as* (supplications) are surely answered: The *du'a* of the oppressed, the *du'a* of the traveler and the *du'a* of the father/mother upon their child". In addition, the Prophet <sup>(SAW)</sup> is reported to have said: "Don't curse yourself, your children, your servants, your property, least you ask Allah at a time in which supplications are accepted" (*Tirmidhi, Hadith* no. 1828). Moreover, the Prophet <sup>(SAW)</sup> has said: "*Du'a* can change even God's decree" (*Sahih Muslim, Hadith* no. 5328).

#### **4. Recommendations**

- a) The state should create its laws as strict as possible against sexual exploitation of children
- b) Rise knowledge about this issue and aware children about child abuse which person identify reliable and dependable.
- c) Stop aggressive attitude and behaviour with children.
- d) Generate consciousness among the people by writing to newspapers and magazines about the issues.
- e) Produce religious guidance and direction regarding child abuse.
- f) Increase family motivation to learn morality, justice and right way to choose friends.

## 5. Conclusion

From the above discussion it can be concluded that child abuse is actually a deviation from the crystal clear teachings of Islam and a breach of trust of the Creator. Therefore whosoever runs away from the injunctions of Allah with regard to the discharge of his/her duties will even be questioned on the Day of Judgment. Parents or caregivers must adhere in the letter and spirit to the injunctions of Allah <sup>(SWT)</sup> mentioned in the Qur'an and Hadith starting from the duties of parents at a birth of a child. Allah <sup>(SWT)</sup> has given clear description of whom to marry and those who should not. The Qur'an strictly warned against fornication and adultery. The Prophet <sup>(SAW)</sup> wants his followers to always speak good things or keep quiet. The paper concluded that Islam is against any kind of child abuse, child soldiering, infant wedlock, child labor, child trafficking Child sexual abuse among others.

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***Impact of Child Friendly Spaces on Psycho-Social Wellbeing of Children in District Baramulla***

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**Abstract:**

*Millions of children are caught up in conflicts in which they are not only bystanders, but targets also. Some fall victim to a general onslaught against civilians; others die as part of a calculated genocide. Still other children suffer the effects of sexual violence or the multiple deprivations of conflict that expose them to hunger or disease. Children are the most vulnerable group during conflict and in the aftermath of a disaster, both emotionally and physically. Conflict poses a serious and challenging environment in which there is frontal attack on the survival, protection, education and participation of children. Child friendly spaces (CFS) have become a widely used approach since 1999 and can be understood as places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programs like play, recreation, education, health, and*

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*psychosocial support can be delivered and/or information about services/supports provided. CFS provides children with a safe place to play, participate in activities, learn about their rights to health and protection, and experience healing from trauma they've experienced. They also allow children to return to healthy routines and experience a sense of normalcy again. Thus, CFS paves the way towards the physical, educational and psychosocial development of children. In this paper an attempt is being made to understand the impact of CFS on the psycho-social well-being of participant children in district Baramulla in two different time periods. It was found that these CFS centers have a potential to improve children's psychosocial well-being by strengthening and nurturing children's cognitive, emotional, and social development. They can strengthen children's internal and external support systems by offering socializing and structured play activities with peers.*

**Keywords:**

*Children, Conflict, Child Friendly Spaces, Psycho-Social well-being.*

**Introduction:**

Armed conflicts across and between communities result in massive levels of destruction- physical, human, moral and cultural. Not only are large numbers of children killed and injured, but countless others grow up deprived of their material and emotional needs, including the structures that give meaning to social and cultural life. The entire fabric of their societies - their homes, schools, health systems and religious institutions - are torn to pieces.

War violates every right of a child - the right to life, the right to be with family and community, the right to health, the right to the

development of the personality and the right to be nurtured and protected. Many of today's conflicts last the length of a "childhood", meaning that from birth to early adulthood, children will experience multiple and accumulative assaults. Disrupting the social networks and primary relationships that support children's physical, emotional, moral, cognitive and social development in this way, and for this duration, can have profound physical and psychological implications.

In countless cases, the impact of armed conflict on children's lives remains invisible. The origin of the problems of many children who have been affected by conflicts is obscured. The children themselves may be removed from the public, living in institutions or, as is true of thousands of unaccompanied and orphaned children, exist as street children or become victims of prostitution. Children who have lost parents often experience humiliation, rejection and discrimination. For years, they may suffer in silence as their self-esteem crumbles away. Their insecurity and fear cannot be measured and its impact on them cannot be expressed properly. In this context, Child Friendly Spaces (CFSs) have emerged as the tool of providing some relief to the affected children.

Child Friendly Spaces (CFSs) are a widely used tool to help support and protect children in the context of emergencies. They are referred by different names as Safe Spaces, Child Centered Spaces, child protection centers and Emergency Spaces for Children. CFSs are increasingly being used by a growing number of agencies at international and regional level, as a mechanism of protecting children from risk, as a means of promoting children's psychosocial well-being, and as a foundation for strengthening capacities for community child protection capacity.

These are widely used in emergencies as a first response to children's needs and an entry point for working with affected

communities. Since CFSs can be established quickly and respond to children's rights to protection, psychosocial well-being, and non-formal education, CFSs are typically used as temporary supports that contribute to the care and protection of children in emergencies. In addition to this, they are also used as transitional structures that serve as a bridge to early recovery and long-term supports for vulnerable children.

Universal guidelines, right now being created, characterize a CFS program as one that "underpins the flexibility and prosperity of youth and youngsters who have encountered fiascos through network sorted out, organized exercises directed in a sheltered, child inviting, and animating condition" (Child Protection Working Group, 2012). Since its utilization in the 1999 Kosovo emergency, CFS programming to help the security and psychosocial prosperity of youth is across the board (UNICEF, 2009).

There is developing interest and appropriation of CFSs as a prime intercession methodology as proven by its reference in various office and between office records managing philanthropic reaction (Kostelny, 2008; Madfis, Martyris, and Triplehorn, 2010). There are various elements that have added to the incessant appropriation of a CFS display in compassionate crises. These incorporate potential for quick arrangement, low relative costs, versatility and flexibility of exercises to differing settings (UNICEF, 2009). The characteristic adaptability of a CFS show, although initially proposed for children grown 7 to 13, possibly obliges offspring everything being equal (Global Protection Cluster et al., 2011; UNICEF, 2009).

There are a number of factors that have contributed to the frequent adoption of a CFS model in humanitarian emergencies. These include potential for rapid deployment, low relative costs,

scalability and adaptability of activities to diverse contexts (UNICEF, 2009)

Guidance on CFSs generally suggests such interventions being of value with respect to three major objectives. Firstly, CFSs are seen to serve as a protective mechanism, protecting children from abuse, exploitation or violence. Second, CFSs are considered as a means to provide psychosocial support to children, strengthening their emotional well-being, social well-being, and/or skills and knowledge (Ager et al., 2011). Third, CFSs are seen as a key vehicle for mobilizing communities around the protection and well-being of children, and strengthening community protection mechanisms (Global Protection Cluster et al., 2011).

CFS centers organize diverse activities, appropriate for girls and boys, varying from place to place, including song, drama, dance, drawing, play, storytelling/reading, sports, and basic literacy and numeracy. Ensure that the toys and activities are culturally appropriate and relevant. Use of culturally inappropriate activities and toys may dissuade parents from sending their children to the CFS.

Since the initiation of armed conflict in Kashmir in 1989, many changes have been evident with unimaginable negative consequences on women and children. As shown by the studies globally that children are particularly vulnerable to multiple deprivations in conflict situations, the evidence from the state of J&K also shows a similar trend. In addition to being direct victims of conflict, the studies have shown that children have also suffered in many indirect ways. In Kashmir, an entire generation has grown up in an atmosphere of conflict who were often exposed to the violence, therefore, they experienced multiple and accumulative assaults. As a result, the conflict has affected almost all aspects of their development, whether it was physical, mental or emotional.

The nature of the Kashmir conflict is such that although the exposure to actual armed conflict is limited, but its effect on the lives of children and their families are enormous in terms of repression, loss of security, income and service access, disrupted schooling, displacement, physical and psychological traumas among others. (Waheeda, 2016)

Understanding the potential role and impact of CFSs centers, many NGOs and voluntary organizations in Kashmir have organized CFSs centers in different parts of the valley with the aim of alleviating the sufferings and trauma of children.

CFS center is a UNICEF supported program, which is aimed at letting children vent out their expressions. The reason behind choosing Baramulla, as the area of intervention was that this district was worst affected due to conflict. Thus with the creation of Child Friendly Spaces (CFSs), the idea was to engage with children and provide opportunities for playing and learning in their own communities. In fact the main idea behind the project was to build a platform to bring their childhood back through play, games, art and craft, share their experiences and talk to their friends within their own localities or habitats. The main aims of CFS centres are as under:

1. Ensuring wellbeing and protection of children from difficult situations through CFSs in district Baramulla.
2. Enhance the understanding and engagement of parents and community leaders towards child rights and enabling spaces for children.
3. To create formal/informal case management systems and referral pathways to statutory child protection and welfare services, legal, medical aid etc.

### **Problem Statement:**

1. To highlight the impact of Child Friend Space centers on the psychological and social well being of participant children.
2. To understand the role of CFS centres on the participation and education level of children.
3. To understand the role of CFS centres in developing linkages with formal/informal agencies.

### **Research Methodology**

#### **Baseline and end line (Pre- vs. Post-) Design:**

Information was collected before children began attending CFS. This was done through visiting a sample of households or sampling from pre-registered children before CFS was available. Information was then collected with regard to the same children after the CFS had been operating for an extended period (varying between three and six months) in the Baramulla district of Kashmir.

#### **Comparison between CFS attenders and non-attenders:**

Comparisons were drawn between children who had attended CFS and those who had not done so in the time between baseline and endline. Analysis considered potential influence of factors such as vulnerability to ensure that differences in endline scores between attenders and non-attenders could reasonably be attributed to CFS attendance.

#### **Random selection of participants:**

Strategies of cluster randomised sampling (generally selecting relevant geographical clusters of a settlement and then, within those, selecting households at random) were adopted to ensure unbiased selection of participants.



**Data Collection:**

Case study method was employed for data collection. According to H. Odum (1929), “The case study method of data collection is a technique by which individual factor whether it be an institution or just an episode in the life of an individual or a group is analysed in its relationship to any other in the group.”

Pauline V. Young describes case study as “a comprehensive study of a social unit be that unit a person, a group, a social institution, a district or a community.” In brief, we can say that case study method is a form of qualitative analysis where in careful and complete observation of an individual or a situation or an institution is done; efforts are made to study each and every aspect of the concerning unit in minute details and then from case data generalizations and inferences are drawn.

Case study is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations. (Kothari, 2007).

**Results:**

Data was collected using Case study method of research. The Case studies were prepared before and after the registration of the children in CFSs centers. Some of the recorded case studies are narrated as below:

**CASE STUDY:1**

*This case study is about a boy named as Zahir. He is 12 years old and studying in class 6<sup>th</sup>. His native town is Chinkipora, Sopore. He lives in a nuclear family, comprising of 5 members (Father, Mother, 2 Brothers and a Sisters). He is youngest one and belongs to a poor family with limited resources. His father is a labourer namely Showkat Ahmad Dar is and his mother is a house-wife namely Shahida Begum.*

*A counselor who manages children in the CFS center said, “it has been four months since he was registered in CFS center. He regularly attends the CFS center and is one among the punctual children here”. Immediately after registration it was found that he is quite aggressive and is seen quarrelling with other children in the CFS center .A counselor/ animator in the CFS center said, “he is sometimes difficult to manage and often throws tantrums and throws the items of the CFS center here and there”. She added, “he has also torn the charts which were made by his fellow participants”. His behavior with other children is also not friendly. He even hit, bit and kicked his batch mates and he often snatches drawing chart from them.*

*He comes from a poor family and his father is the only source of income. He earns his livelihood by working as a laborer. However due to frequent strikes, shutdowns and stone pelting incidents he often does not get work, hence has to return home empty handed. Thus, due to weak financial condition his education also gets affected.*

*During one of the interactive session with the parents, it was found that Zahir has some behavioral problems like lack of respect, lack of understanding the reality, his inadequate way of talking, failure to learn how to respect the elders, anxiety, mood swings etc. Whenever mother attempts to mend him, he screams and threatens her and would do the exact opposite of what she tells him to do.*

*Keeping these issues in mind, counselor/animator tried her best to engage the child in the activities of the CFS center. The activities of CFS center includes organizing diverse activities which are appropriate for girls and boys, including song, drama, dance, drawing, play, storytelling/reading, sports, and basic literacy and numeracy. It is also kept in mind that the toys and activities are culturally appropriate.*

*He was actively encouraged to participate in the group activities, which helped him in socializing and improvements in peer relations. He was encouraged to play games with other children, which helped him in developing the traits of friendship and co-operation. "There was a gradual positive change in the behavior of the child as a result of his attendance in the CFS center", said the counselor of the CFS center. The counselor while highlighting the positive change in the child said, "increased self-respect, friendly and co-operative behavior and joyful interaction with the fellow children are some of the traits which have developed in him as a result of his attendance in CFS center".*

*"He actively participates in group activities and plays with them which was not the case earlier" she said. It seems that he has found himself and gives expression to his feelings through the beautiful paintings and drawings he has made.*

*The Parents also expressed that their son has shown improvements in mood and general changes following intervention in the CFS center. Anecdotal support for improved relationships between children and counselors was also seen.*

*Thus, overall CFS center had a positive impact on Zahir and improvement were seen in critical & analytical thinking, increased knowledge and skills, sense of happiness, loss of traumas, pride, creativity, self-confidence, and improved peer relations. Significant decrease in psychological problems observed, particularly Withdrawal and Anxiety and social problems. Some improvements were also seen in his studies and he began showing greater interest in his books,*

#### **CASE STUDY: 2**

*This case study is about a boy namely Ubaid. He is 9 years old and studying in class 4<sup>th</sup>. He lives in Chinkipora, Sopore. He lives in a nuclear family, comprising of 8 members (Father, Mother, 2 Sisters and 4 Brothers). His father is a daily wage*

*laborer namely Mohammad Dilawar Mir is and his mother is a house wife namely Shakeela Begum both are illiterate.*

*It has been four months since the child has been registered in CFS center. He was shy and did not talk to anyone in the CFS center. Whenever he was asked to participate in any activities of CFS center, he refused because he was scared of gathering. He was not able to understand things quickly. He is physically weak. He was introvert and did not interact with others. He did not attend the CFS center regularly.*

*During interaction with his parents, it was found out that he is weak in studies. "He does not finish his home work nor gets good grades," said his parents. He remains alone in the corner of the room and does not interact with his siblings. He gets easily frightened on hearing a loud sound. He gets terrified on seeing security personnel and runs away for a safe place. He often cries and screams in his sleep.*

*His father works as a daily wage labourer and is barely able to fulfill the basic needs of the family. However, due to frequent closure of normal life as a result of conflict he is not able to spend on education, development and medical needs of his children due to which his children are badly affected. Due to low economic earning and lack of proper support to their children, parents are also not able to handle things at times and often quarrel with each other. This has a negative impact on the development of all children in general and Ubaid in particular, as he is more vulnerable. He can't understand the situation and is unable to take right decisions because of mental stress.*

*However the intervention at the CFS center served as an antidote to the problems of Ubaid. He gradually began interacting with the fellow children and engaged with them in group activities. He was carefully handled by the counselor at the CFS center and slowly made to participate in activities. It helped him in socializing with*

*other children at the same time relieved his mental stress. It enhanced his self-esteem and infused confidence in him. "He is a completely changed person now", said his counselor. "He has become lively and sociable", she added while narrating the changes in him.*

*CFS center has linked the family with the Integrated Child Protection Scheme as a result of which the income of the family has increased. It has reduced the stress of the parents thus there are no quarrels between them hence the environment in the family has become supportive and child-friendly. The counselor has also counseled the parents about their responsibilities towards the children and care and caution they should take while dealing with them.*

*Thus, the CFS center provide psychosocial support for all children by treating them with kindness, respecting their dignity, enabling social integration, and avoiding completely verbal humiliation or corporalpunishment.*

*The counselor also arranged an appointment with the Clinical Psychologist to make a detailed assessment of his psychological problems. The doctor gave him some medicines and counseled him about the risks and protective factors. He also gave detailed information to his parents regarding their responsibilities towards him.*

*"There are clear signs of improvements in his behavior", said his mother affirming what his counselor of the CFS center has also observed.*

*Ubaid himself said, "in the CFS center I play and share things with other children which helps in relieving my stress. We have a safe and friendly atmosphere here".*

*"It is not only that I remain happy but my education has also improved", he said in delighted tone. Counselor and parents have*

*also observed marked changes in his behavior and attitude since he began attending CFS center.*

### **CASE STUDY: 3**

*This case study is about a boy namely Muzaffar. He is 12 years old and studying in class 5<sup>th</sup>. His native town is Raipora, Palhallan. He lives in a nuclear family, comprising of 5 members (Father, Mother and 3 Brothers). He is the youngest among all the siblings. His father is a labourer namely Abdul Satar Dar and his mother is a house-wife namely Tasleema Begum. Both of them are illiterate.*

*He was registered in CFS Center four months ago. He is punctual and loves to participate in all activities. During regular interactions with all the children it came to light that he is a dropout from school. Since his father is a daily wager and has three children to sustain, it becomes difficult for him to pay the school fees. Earlier his father was a shopkeeper but due to frequent shutdowns, curfews and stone pelting incidents, he suffered huge losses and eventually had to shut his business. Afterwards, he had no option but work as a daily wager. He has developed various health issues over the period of time. Now he hardly manages the household expenses and the education of the children is also affected.*

*During the home visit, it was found out that Muzaffar along with his family lives in a rented room. His father is not able to do work, as he often remains ill. Thus the responsibility of earning fell on his elder brother. He is labourer and with great difficult he is able to manage the household expenses. They are not able to build a house. Due to poverty Muzaffar's education is suffering.*

*During the course of interaction it also come to light that he wants to rejoin the school. Thus the counselor of the CFS center communicated with the school education department to help him rejoin the mainstream education.*

**CASE STUDY: 4**

*This case study is about a girl named Saima, who is 10 years old and studying in 6<sup>th</sup> class. She is resident of Patipora, Palhalan. Her family comprises of 10 members (Father, Mother, 6 Sisters and a Brother). She belongs to a very poor family. In her family, her brother is the only earning member, as their father often remains ill. His father was injured in a stone-pelting incident. Since then he could not move properly and has developed several ailments lending him bedridden. Although his brother is studying in Undergraduate Final year, but he has work in order to feed his parents and siblings. He works as a laborer and digs bore wells. This has also adversely affected his education and he has lost interest in it. Saima's mother is a heart patient thus could not perform the household chores properly, so her elder sister had to leave her studies to focus on household activities. However the remaining four sisters are studying.*

*It has been two months since the child has been registered in CFS center Patipora, Palhalan. Initially it was seen that the child remained silent and was not interested to participate in activities of CFS center. She remained disturbed and lost in her own thoughts. It was found that the child has some financial issue at home, due to which her overall development is suffered. On making a home visit, it was found that the condition of the house is very bad. They have a shed type of house with no furniture and essential eatables. Due to poverty the school fee of the children is pending from the last 1 year. They don't have sufficient food to eat and clothes to wear.*

*CFSs center linked them to the ICPS department, which assisted them in financial terms. As far as she is concerned, she was actively engaged in the activities of the CFS center so that her stress and family worries could be minimized. Gradually it was seen that she began responding well and loved to play with other*

children. *“She is showing signs of improvement”, said the counselor. Her educational performance has also improved. CFS center has given her a free space whereby she could interact, play and share her feelings, thoughts and wishes. “I love to come to CFS center and try my best to participate in group activities”, she said.*

*“It has also expanded her friend circle and she is often seen talking and playing them which was not the case earlier”, said her counselor. It has improved her decision making capability, communication skills and leadership qualities.*

### **CONCLUSION:**

It was found that CFSs center has a positive impact on the overall development of the participant children. Clear and visible improvement was observed among the children. It provided them a space and environment where they interact, meet, play and share and express with each other. It helped them to alleviate their pain and trauma caused due to conflict. It improved their social, psychological, personal and educational parameters and helped them to better equip themselves to deal with life challenges.

The data suggests that across a wide range of contexts CFS provide a base for positive impact on lives of children. Those impacts can be significant, but often they are small. Attention needs to be paid to what characterizes more effective interventions and differing approaches to programme design. CFS should not involve only providing a safe space for children with supervising adults and facilitated activities. The nature and intensity of the activities and the relationships established between facilitators and children appear crucial in determining impact.

Across all studies, greater attendance and stronger impacts were noted for younger children. Revising the current programming curricula and engagement approach appears necessary to address more effectively the needs of older children affected by crises.



Additionally, planning in collaboration with education practitioners may help support CFS in successfully linking all children to formal education systems and addressing the gap in provision that often exists following the onset of crises.

**Way Forward:**

1. A holistic approach is important. In order to increase reach and impact, it is has been important to not restrict activities only to the child friendly spaces but rather also to interact and find solutions in collaboration with youth and adults in the communities.
2. Establishing CFS centers in remaining parts of the district Baramulla and other districts of the Kashmir valley so that the benefits of these centers reach large number of children.
3. Regular training for volunteers/counselors is crucial. To improve quality and capacity, it would benefit volunteers/counselors to have regular training on a variety of psychosocial and protection topics.
4. CFS can be used for many interventions to complement protection and psychosocial needs. CFS can provide opportunities to not only share psychosocial and protection messages but also health, education and hygiene messages to girls, boys and their parents and other family members.
5. Working with partners and other stakeholders- formal and informal, for joint training, sharing resources, or establishing referral services can more beneficial for the children.
6. Internal organizational protection systems are essential. Having a child protection policy would improve the understanding among volunteers about their responsibilities to keep children safe and provide some basic guidance on how to interact safely with children in the child friendly spaces.
7. Specific efforts and methodology is needed to engage girls. In some locations, the participation of girls between the ages of 13-

18 years in social events was generally low compared to boys. This is attributed to the lack of security and risk of violence against girls and also parents being protective because girls of this age group are considered ready for marriage according to the local cultural beliefs.

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## **DAY-NRLM and Sensitive Support Structures: A Space for Professional Social Workers.**

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### **ABSTRACT**

*The Deendayal Antyodaya Yojana National Rural Livelihoods Mission (DAY-NRLM) was launched in the year 2011 by restructuring the earlier poverty alleviation program of Swarnajayanti Gram Swarozgar Yojana (SGSY). This program has been pivotal in poverty eradication and livelihood generation. The program has a different approach by including the poor based on participatory identification rather than continuing with the BPL criteria. It envisages high end participation of people by creating sensitive support structures. The sensitive support structures refer to the dedicated, trained, experienced, empathetic resource full development practitioners working at grassroots level under DAY-NRLM. Looking at the experiences of the past programs, this sensitive Support Structure is considered crucial for implementation of the program. It can be found that various professional social workers who are working under DAY-NRLM act as Sensitive Support Structures. These Professional Social Workers act as Sensitive Support Structure with their manifold ability and training to work with poor. The Social Work Goals, Principles and Values are emerging out to be compatible with the DAY-NRLM goals and objectives with the presence of such Support Structures. Moreover, the ethical base of Professional*

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*Social Workers is helping to organise the poor on ethical lines and by respecting their worth and dignity. The understanding of poverty and vulnerability is helping the Professional Social Workers to mobilize more and more poor in it. Thus, these Professional Social Workers act as agents of Social Inclusion under the program. It is with this aim that this research paper tries to assess the dynamics related to Professional Social Workers acting as Sensitive Support Structures under DAY-NRLM. The present paper basis its discourse on field observations at State Mission Management Units (SMMUs), District Mission Management Units(DMMUs), Block Mission Management Units(BMMUs) and various community structures. The objective analysis of the paper is based on various Focused Group Discussions (FGDs) conducted with these units. The philosophy of the study shall reveal the essence of Social Work education and its implication during the practice level in the programs like DAY-NRLM.*

### **Background of the Study**

Over the time eradicating poverty as a concept has received worldwide attention. Various poverty alleviation programs and approaches have been introduced over the years, the livelihoods approach is one such approach which was introduced in the late nineties(Krantz, 2001). The livelihoods approach enables to provide people with livelihoods. It is considered as one of the most important strategy for eradicating poverty in India (Planning Commission, 2011). The DAY-NRLM is as such one program which adheres itself to the livelihoods approach. DAY-NRLM is a poverty alleviation program of the Government of India with the objective of eradicating poverty through the mobilisation of poor into institutions which are brought up and managed by them. The program is in mission mode and focuses on “to reduce poverty by enabling the poor households to access gainful self-employment

and skilled wage employment opportunities, resulting in appreciable improvement in their livelihoods on a sustainable basis, through building strong grassroots level institutions of the poor” (MoRD-GoI, n.d.,a). The program has a strong belief over the capabilities of the poor and focuses on creating the institutions of the poor which would help them to come out of poverty by empowering them to participate in the decisions that impact their lives. DAY-NRLM was officially launched on 3<sup>rd</sup> of June 2011 by restructuring the Swarnajayanti Gram Swarozgar Yojana (SGSY) program under the MoRD. The need for restructuring the program as mentioned in the policy document was felt due to certain shortcomings that were present in the SGSY. These shortcomings were vast regional variations in mobilisation of rural poor, insufficient capacity building of beneficiaries, insufficient investment for building community institutions and weak linkages with banks leading to low credit mobilisation and repeating finances (MoRD,GoI, n.d.,b). Further, some states have not been able to fully utilize the funds received under SGSY due to lack of Dedicated Human Resources and inappropriate delivery system. (MoRD,GoI, n.d.,d). It was with this notion that a program like the DAY-NRLM came into existence and has been implemented across the country on a mission mode.

Drawing inferences from the experiences of implementation of SGSY, the DAY-NRLM has set a Dedicated Sensitive Support Structures at the grassroots level to usher its implementation in rural India. Thus, with the aim of creating and sustaining the institutions of the poor, the need of having a Sensitive Support Structure at all levels became imperative for the program (MoRD,GoI, n.d.,e).The program has initiated the inclusion of dedicated Human Resources to intensify the activities. It has set up Dedicated and Sensitive Support Structures at the National Mission Management Unit (NMMU), State Mission Management Unit (SMMU), District Mission Management Unit (DMMU) and

Sub-district level Block Mission Management Unit (BMMU). The various institutions of the poor, Community Cadre and other social capital at community level also provide the support in implementing and sustaining the program. These support structures are staffed with professionally competent and dedicated Human Resources through appropriate arrangements including partnerships and outsourcing of services (MoRD, GoI, n.d.,a).

**Methodology:**

The current study basis its discussion on the review of existing literature on DAY-NRLM like various national level policy papers, mission document, working papers and evaluation reports. A thorough review of Social Work practice Skills, Values, Ethics, Principle and Approaches has also been done. The nature of the study is qualitative and the discussion on relationship between Professional Social Work and Human Resource under DAY NRLM is drawn on the 12 interviews of SPM, DPM's, and BPM's who happen to be Professional Social Workers. Also 2 FGDs were conducted with them. The inclusion criteria for selecting the respondents was that s/he be a SPM/DPM/BPM who is also from the profession of Social Work and should have at least two years of working experience within the program. The discussion and conclusion was drawn on various themes that were related by respondents, these themes were organised and explained in order to conclude the relationship of Sensitive Support Structure with Professional Social Work Practice.

**Discussion:****Sensitive Support Structures under DAY-NRLM:**

The DAY-NRLM has put in place Support Structures at the National, State, District and Block levels. The support structures would be staffed by the professionally competent Dedicated Human Resource with the objective of catalyzing Social Mobilization, Building Institutions, Developing Capacities and

Skills, Facilitating Financial Inclusion, access to Financial Services, Supporting Livelihoods, Convergence and Partnerships with various programs and stakeholders. The NRLM Support Structure is organized in the following order;



**Fig.1 NRLM HR Architecture**

**National level Support Structures:** The MoRD is liable to provide technical and professional support at the national level to the states for enabling the establishment of the mission societies, implementation of the architecture, guiding these societies and continuously monitoring their progress. NRLM Empowered Committee (EC) has been setup at the national level to review and approve the implementation and action plans and to release the funds to State Rural Livelihoods Mission (SRLMs). The joint secretary/additional secretary, rural livelihoods (RL), MoRD leads DAY-NRLM as Mission Director and as Chief Executive Officer (CEO) of National Rural Livelihoods Promotion Society (NRLPS). NRLPS comprise of a team of multidisciplinary team of professionals on contract basis and requisite staff to provide



professional and technical support to the NRLM and SRLMs (MoRD, n.d-a).

- **State Level Support Structure:** SRLM's at the state level set up by the state government supervises the implementation of DAY-NRLM based activities within the state acting as an autonomous body under the state. SRLM would be integrated as a society, trust or a company. The SMMU unit is headed by a full time State Mission Director (SMD), comprising of experts in Social Inclusion, Financial Inclusion, Programme Management, Livelihoods, and Programme Support etc. These units shall support the SMD in the implementation of DAY-NRLM with in the state (MoRD, n.d-a).
- **District Level Support Structure:** At the district level, District Mission Management Unit (DMMU) is responsible for meeting the Programme Objectives and implementation of the programme. District Mission Manager (DMM) is in charge of all the DAY-NRLM activities at the district level. DMMU consists of the DMM and functional specialists in Social and Financial Inclusion, Capacity Building, Livelihoods, Programme Management, Programme Support etc. and Support Staff as needed. These experts and staff are recruited from open market on contractor deputation (MoRD, n.d-a).
- **Support Structures at Sub-district level:** The Sub-district level Support Structure is either :
  - A Block Mission Management Unit (BMMU) led by a Block Mission Manager (BMM) and consisting of 3-5 spearhead teams;
  - or
  - A Project Facilitation Team at cluster (sub-block) level (MoRD, n.d-a).

**Need for Dedicated and Competent Human Resource (HR):**

The failure of the past Poverty Alleviation Programs has been attributed to the lack of dedicated and competent staff within these programs at different levels. Analysing the programme of the SGSY it has been reported that “there was lack of dedicated Human Resource and appropriate delivery system”(MoRD,n.d-b). It is mandatory for the success any poverty alleviation program that it should have competent and need based HR, because it is theHR that acts as a link between the program and its target population. The HR of any organisation is considered the building block of that organisation and same is the case with any governmental program. In theHR Architecture of DAY-NRLM it becomes quite obvious that through different levels, the HR involved within it should be professional, expert, dedicated and sincere for its successful implementation. It refers that only professional and competent should be recruited, by competent and professional we mean only that HR which meets the program planning and implementation goals. The idea of having Support Structures within the HR Architecture iswith the aim of: facilitating Financial Inclusion and Access to Financial Services catalyse Social Mobilisation, Building Institutions of the poor, Developing Capacities and Skills, Supporting Livelihoods and Initiating Convergence and Partnerships with various programs and stakeholders (MoRD,n.d-a). The need of having a Dedicated and Sensitive Support Structure within the program is also reflected from the guiding principles of the mission. Some of the Principles outlined refers that poor has a strong desire to come out of poverty and have innate capabilities to realise the same, Social Mobilization and building strong institutions of the poor are critical for unleashing the innate capabilities of the poor and the Dedicated Sensitive Support Structure would ultimately enable the upward mobility of the poor.(MoRD, n.d-c).

**Professional Social Workers and Sensitive Support Structures:**

Understanding the need and importance of the Support Structures for the overall success of the program it becomes imperative to find out how are Professional Social Workers competent enough for claiming that they are the best HR for the program. This can be reflected by the policy of DAY-NRLM which creates a space for Professional Social Workers. One of the underlying assumptions created under the program is acceptance of poor in the form they are. The acceptance refers to the emphatic role of HR and Inclusion of poor in the program. The earlier experience of Rural Development programs have revealed that Staff Structure has been acting in typical bureaucratic manner, which has direct impact on efficiency of program. Thus, the new Support Structure was planned and was envisaged that this Support Structures must be available in three important areas of program implementation. These three important areas are Sensitive Support Structures for Creating Institutions of Poor, Technical Support Structure and Monitoring Support Structure.

**1. Sensitive Support Structures for Creating Institutions of Poor:** The Sensitive Support Structure refers to the inculcation of value philosophy among the HR, while working with the poor. The program visualizes various value parameters which are compatible to Social Work Profession. The Professional Social Workers act directly as Sensitive Support Structures within the Program. The inter-relationship of Sensitive Support Structures and Professional Social Workers in program is built upon the value philosophy of Social Work practice. The professional values, ethics, morals and principles of Social Work are permeating down in various processes of program implementation which are discussed as following;

**1.1. Practicing Universal Social Mobilisation of the Poor:** The program is based on the universal mobilisation of Poor based on Participatory Identification of Poor (PIP). The Professional Social Workers are acting as agents for PIP thereby, ensuring

more and more participation of poor in the program. The PIP is a process generally used under PRA/PLA techniques, which ensures peoples participation. Besides it is infused within the value of individual morality under Social Work practice that poor people be included and given chance to come out of the poverty. Thus, it is the Professional Social Workers who base the Social Inclusion of poor under the program through these values and participatory approaches.

*“The inclusion of poor is done by the HR through the process of participatory PIP. We have kept this process democratic for inclusion of the poorest of poor. There is a general belief within the former BPL criteria that some poor were left out. In the PIP process, we first identify poor and organize them into self-help groups, and then with the help of them we are able to mobilize more and more poor and this ensures social inclusion at community level. I personally feel the PIP process helps poor people helps to realize that those who mobilize them had also been poor and organized. The process of PIP is an example setting in the process of social mobilization” – DPM/SOCIAL WORKER.*

1.2. **Forming Institutions of the Poor:** Within the mandate of the program there is an outlined mechanism for creation and promotion of the institutions. The institutional mechanism under program is generally created in following order: Self Help Groups (SHGs)-Village Organizations (VOs)-Cluster Level Federations(CLFs)-Block Level Federation (BLFs). However, in some states there are variations in terms of the structure. It is value philosophy of the Professional Social Workers “to ensure that social institutions are humane and responsive to social needs”(CSWE,1994). Within this purview the role of the program is to create institutions which are responsive to human needs. The needs range from social, political, economic and personal. It is also very crucial that the people who are mobilized within these institutions should be having affiliations within neighbourhood. This affiliative character of forming the institutions is based on

Social Group Work process. They need to be accepted within their limits and capabilities and their inclusion must be appreciated irrespective of their diversity. This aspect is based on the value of Social Work practice that is “to accept and appreciate diverse population” and also on the “principle of acceptance” (Biestek,1957).

1.3. **Acting in Non-Bureaucratic Manner:** The policy of programme clearly signifies that there should be non-bureaucratic approach among the HRat all levels. It is in this purview that the program HRis referred as Dedicated Sensitive Support Structure. The Professional Social Workers uphold the value philosophy of “respecting individual’s worth and dignity”(NASW, 1996) which helps them to be non-bureaucratic in nature while working with the poor.

There is a need of encouraging mutual participation among the poor while creating the institutions this is alone fulfilled by the Professional Social Workers by upholding core values like demonstrating acceptance, upholding confidentiality, expressing honestly and genuinely trying to be empathetic.

*“Since I am a Professional Social Worker, I have realized the need of being non-bureaucratic. I often visit to the community, interact with SHG members. It is a very sensitive work, which requires not only the dedication but a clear adherence to ethics of Social Work Profession. I always find ethics of Social Work practice related to my work”* BPM/Social Worker.

1.4. **HelpingMobilizing Internal and External Resources:** The program helps the poor to come out of the poverty by unleashing their potential. The unleashing of potential is done by assisting clients in securing resources needed to enhance their social functioning (Siddique, 1997.). This value philosophy of the program is contained within the core values of professional Social Work, whereby the professional Social Workers are helping the poor to identify their resources, mobilize these resources, and tap

these resources and at the same time ensuring optimum utilization of these resources. The Professional Social Workers under the program are also assisting the poor through the linkage with the external resources such as various financial and non-financial resources earmarked under the program. The external mobilization of resources is also initiated under the various conversion schemes of the department with its allied institutions. Helping the poor to identify the resources and linking the resources with them is also goal orientation of professional Social Work practice (Siddique, 1997.).

One of the key areas under the resource mobilization is the financial resources. The poor are linked with different financial resources like banks, community based institutions and cooperatives. It is based on the Self Sustenance Model where in Social Workers only link and capacitate the poor.

**1.5. Capacity Building and Sustainability:** The key component of the program is the “Capacity Building Architecture” which is designed in such a fashion that each institution under the program function with sustainability, therein adhering to the Social Work value of “Encouraging individual’s active participation in the helping relationship and upholding their right to make their own decisions” (NASW, 1996). Within such a philosophy, the poor under the program are mobilized and organized. Their organization is to be based on their self-reliance, so that they can decide upon their livelihoods keeping in view their skills and resources. The livelihoods opted based on their own decisions and resources become more pragmatic in nature, thereby helping them react to their vulnerabilities positively. The professional Social Work ensures the active participation of poor in various Capacity Building programs.

**1.6. Ensuring Communitization:** The Communitization in program refers to the gradual transfer of program hand holding from staff to community. It is the basic philosophy of Social Work

“to assist individuals in order to attain individual independence” (Friedlander, 1955). This philosophy has enabled the program to keep Communitization process parallel with other activities. Although, there is architecture under the program for Communitization, but it is actually the HR who initiate the process. The process envisages creating a cadre at community level, which works with the community under the program. Initially, the cadre is capacitated through trainings and immersions and is directly paid under the program. However, for the Independence and Sustainability of the program, the community cadre is to be maintained by Community Institutions themselves.

## **2. Technical Support and Professional Social Workers:**

The Program has envisaged the use of Technical Support Structures. The technical Support Structure must be sensitive enough towards the community affairs so that, it may also be called as Dedicated, Sensitive Support Structure. This Support Structure also requires various immersions and trainings at field level. The purpose of immersion is to understand the community institutions, community's viable relationships, technical aspects and orientation of existing community cadre with poor people in community. The technical Support Structure falls under two broader areas, one is the financial management, and another is the livelihoods generation.

### **2.1 Financial Management and Professional Social Workers:**

In order to form the institutions and to organize poor within these institutions, the Financial Management system is considered as a blood of these institutions, it starts from developing the habit of savings, lending among the poor and minimizing their undue expenditure. It is within the ambit of Professional Social Workers that they develop these habits among the poor within their own spaces. It is the HR who visits to these institutions and ensure that people have understood the essence of savings and internal

lending. The poor within these institutions are also helped to develop financial literacy required to run their institutions. It has been mostly the task of HR to develop the modules of financial literacy like managing savings, managing books of accounts, linking institutions with banks and developing financial literacy regarding how to transact with banks. If the HR is Professional Social Worker then it becomes easier to facilitate. There is also an active role of Professional Social Workers in the process of micro credit planning which enables the poor to properly utilize the funds by minimizing undue or unwarranted expenses. Thus, in the technical support, Professional Social Workers use “Principle of Optimum Utilization of Indigenous Resources” (Siddiqui, 1997.).

## **2.2 Income Generation Activities and Professional Social Workers:**

The aim of creating institutions under program is to generate sustainable livelihood options for the poor. It is the professional Social Workers who have been sensitive enough in realizing the role of micro credit planning for income generation activities. They not only conduct the micro credit planning with the poor but also facilitate the poor in picking up new livelihoods or incrementing the existing livelihoods. Facilitation is being made to these poor by linking them with the needed resources like with banks.

Linking the people with needed resources has been one of the pivotal goals of Professional Social Workers as identified (NASW, 1981). The necessary resources (internal/external) required by poor are not only identified but poor are also linked with them.

*“We ensure that SHG’s are picking up livelihoods keeping their capacities and resources in view. Many a times we ensure that people should opt for only those livelihoods in which they have some sort of expertise/ experience. In terms of financial resources, we link these SHG’s with banks and ensure that they are provided*



*sufficient credit to sustain their livelihoods”- BPM MANAGER/  
SOCIAL WORKER*

### **3. Monitoring Support Structure and Professional Social Workers:**

The institutions set up under the program not only require handholding support but also the continuous monitoring. The mechanism of monitoring is under two- tier, one where a community cadre is created and made responsible for the effective monitoring of various institutions created under the program like SHGs, VOs, CLFs and training centres. The other is the staff recruited under programme. The Professional Social Workers who act as instruments of monitoring at the field frequently use various principles of Social Work like acceptance, objectivity, access to resources under Monitoring Support Structure. The monitoring visits to various institutions require that Professional Social Workers must uphold ethical philosophy while interacting or observing the people within their institutions. The ethical codes are derived from the profession’s value base of Social Work practice. *The Professional Social Workers should be accountable for all the foreseeable results of the actions. However, it is also reiterated that ethical Social Work practice is not measured by practice outcomes; instead it transcends the requisites of competence*(Levy, 1973).

The competence of monitoring support is thus underlying within two spheres, one being the already trained professional Social Worker and another being the grassroots level immersion at community level. In the immersion the HR is made to realize the progression of coming out of poverty by poor. The immersion uses mainly the successful case studies.

*“The schedule of meeting of all SHGs, VOs is present and displayed at the BMMU. I often visit these institutions and first observe what they do in these meetings and then at the end I tried to facilitate them for better performance. The objective of visiting*

*the meetings is not the surveillance but hand holding and training'* BPM/DPM, Social Worker

*"All the BPMs ensure that once the SHG members are graduating to upper level, they must opt for livelihoods. We try to ensure that all those members who opt for livelihoods should first take up existing livelihoods because we believe that people have more experience within these livelihood options and thus can excel in them"* BPM/DPM, Social Worker

**Conclusion:**

In the area of rural development various policies and programs have been implemented by Government of India, these policies and programs are by and large focusing on poverty eradication. Most of these policies and programs have not provided the desired results due to one or the other reason. Of late MoRD realized that one of the main reasons for inefficiency of these governmental initiatives is the presence of inadequate human resource within these policies and programs. To address this issue the program of DAY-NRLM inculcated within its framework to have a desired human resource for the overall effective implementation of the program. Thus, within the ambit of its objectives a Sensitive Support Structure was given priority. It has been very challenging for the MoRD to get the desired Human Resource which will act as Sensitive Support Structure. This gap was thus filled by the inclusion of Professional Social Workers acting as human resource at all levels (NMMUs, SMMUs, DMMUS, BMMUS and Community Level). The Professional Social Workers who act as primary support structures require very less training and immersions from the department. They act as facilitators in creating the institutions of the poor, initiating the process of Social Mobilization, Social Inclusion of most vulnerable communities, and Financial Inclusion of the poor under the program. While abiding by the various policy guidelines it has emerged out that

Professional Social Workers exhibit their value philosophy and ethical base of Social Work practice in implementation of program. Value philosophy and ethical base also help them to retain principle orientation of Social Work practice. The realization of treating the poor as potential population who have a capability to come out of the poverty is the purpose of the program and goal of the Social Work. It is assumed that these vulnerable populations have innate capacities within themselves which needs to be unleashed. The unleashing of the innate capacity under the program is directly correlated with the goal orientation of the Social Work practice, since Social Work being an empowering profession. Thus, it can be said that Professional Social Workers are better equipped with dedication that needs to be reflected at the grass root level in the program. It is the Professional Social Workers who not only act as Dedicated Sensitive Support Structures under DAY-NRLM but have been by and large able to take-up Technical Support Structure and Monitoring Support Structure as well. The value philosophy of the program and that of Social Work practice are also conjoined, which has enabled the Professional Social Workers working under the program to uphold the value philosophy like respecting worth and dignity of the vulnerable and poor. It is the competence of the Professional Social Workers that is yielding more results out of program. Thus in the direction of poverty eradication, self-employment and livelihoods promotion the Professional Social Workers have approach of cultivating participation, sustainability and efficiency for the program.

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## **Social Work and Inclusive Education: Understanding the Role of Social Workers in Realizing the Educational Needs of Children with Disability**

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### **Abstract:**

*In India, 1.05% of school-going children have a disability, of which 28% are those who have never been to an educational institution (census, 2011). Globally, a lot of efforts and advocacy has been done towards inclusive education for the mainstreaming of children with special needs. In India, every child between the age group of six to fourteen has a right to free and compulsory education, irrespective of any differences and biases. Different provisions have been created in the education policy of India and also in the Rights of the Persons with Disability Act to provide inclusive education to children with disabilities and fulfill their developmental needs. In this scenario, the role of social workers in the area of inclusive education is becoming quite essential. Social workers can work not only with children having special needs but also with their parents to resolve social, emotional and behavioural problems. They have an essential role in creating an association between school, home, and community to plan the best intervention for inclusive education. Therefore, the study aims to understand the different roles a social worker can play in the area of inclusive education for children with special needs. The study is based on the review of literature from varied sources of information, focusing on the role of social workers and the ways they can use their skills and knowledge base in practicing inclusive education for children with special needs."We need to get in there and do the work. We may do our work in a classroom, at a table, under a table, outside of a home on the front porch or*

*through a screened door. We may do our work with puppets and clay or graffiti and spoken word, before school or during lunch...nonetheless, we do the work."* - (Alden, 2012).

### **Introduction**

Every child has a right of equal access to education, and when it comes to the children with special needs, this right becomes vulnerable, as the necessary support and services to ensure the right of education are not in place. Several legislations and acts have been enacted from time to time in India with respect to children with disabilities. These acts deal with the number of issues and the subsequent mechanism while working with children in need of special care. In India, 1.05% of school going children have a disability, of which 28% are those who have never been to an educational institution (Census, 2011). According to a report by World Bank, 2007, in India Children with special needs are five times more likely to be seen out of school than children belonging to schedule castes (SCs) or Schedule Tribes (STs) (Singal, 2009). Education is vital for the overall growth and development of children with disabilities, as it widens the panoramas and creates new opportunities for them in the society. Besides inclusive education of children having special needs can be of much significance to deal with the issue of marginalization and social exclusion which is very much prevalent in India (The World Bank, n.d.). The concept of special schools in the country to impart education to children with special needs were dominant till the 1970s until the scheme on Integrated Education for Disabled Children (IEDC) was introduced in 1974 with an aim to provide inclusive education to children with mild and moderate disabilities in regular mainstream schools. Then in 1986, came the National Policy on Education with a purpose to integrate children having mild disabilities in the mainstream educational institutions and the children with moderate to severe disabilities were to be placed in a

special school. To fulfill the aim of inclusion and to further strengthen it, the Government of India came up with the Plan of Action in 1992 for the universal enrolment of children till the year 2000 and also providing education to children with special needs in regular mainstream schools. The plan of action proposed that the children after receiving the basic learning and training in non-curriculum areas in special schools should be mainstreamed in the regular school. The basic idea was that a child with special needs who can get the education from the mainstream educational institution should not be placed in a special school which was earlier allowed under the National Policy on Education. The next milestone was Sarva Shiksha Abhiyan (SSA) which was launched in the year 2001 to impart free and mandatory education to all children in the age group of 6-14 years to achieve Universalization of Elementary Education (UEE). There are different provisions for children with special needs under SSA, one among them is “zero rejection policy”, according to which no educational institution can deny enrolment to any children with special needs. Besides under SSA, resource centres are established in different districts across the country in order to provide all the possible support to children having special needs so as to bridge them into mainstream education.

In the year 2005, a National Action Plan for Inclusion in Education of Children and Youth with Disabilities was drafted by the Ministry of Human Resource Development. Also, in 2008, the Inclusive Education of the Disabled at Secondary Stage (IEDSS) replaced the IEDC scheme of 1997. In 2009, the Right of Children to Free and Compulsory Education Act as a Fundamental Right for all the children between the age group of 6-14 years. This has further strengthened the inclusive education of Children with Special Needs as, without their inclusion, the objective of UEE under SSA cannot be achieved. The Persons with Disability Act (Equal Opportunities, Protection of Rights and Full Participation)



came into force in 1995 to provide equal opportunities and full participation of individuals with Disability, thereby giving them their due rights. After 21 years the Rights of Person with Disability Act, 2016 was passed which covered a number of new dimensions in the area of disability. It focussed on providing inclusive education to children with special needs by directing certain duties towards the educational institution like enrolment of children without any bias, proper barrier-free infrastructure, early identification, teacher training, appropriate pedagogy, educational aids, individualized support and proper intervention etc. traditionally students were required to conform to the school environment and those who failed have to drop out but now due to the new laws and considering the rights of children, the schools have to create such environment so as to conform to the needs of children, so that to create a space where all children can receive education considering every child's diversity, differences, and special needs.

The evolving context of education and disability has brought forth the importance of school social workers. According to National Association of Social Workers, "*School social workers are an integral link between school, home, and community in helping students achieve academic success. They work directly with school administrations as well as students and families, providing leadership in forming school discipline policies, mental health intervention, crisis management, and support services*". School social workers goal is to help children make best possible use of their school experiences. These experiences should not just strengthen their academic outcomes but should lead to their overall development. The essence of inclusive education is only possible if all the support and facilities should be made available within the general mainstream education system. In this regard, the role of a social worker is of the utmost importance. Social work as a profession promotes equality, justice, change to

empower the individuals for the general wellbeing of the whole society (Balli, 2016). School social work is a particular area of practice, wherein the professionally trained social workers assist the students with different needs and concerns like mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, counseling etc. A school social worker acts as a network between home, school, and community in providing direct and indirect social services to enhance the students' academic and social success (School Social Work Association of America, n.d.). School social workers promote and facilitate inclusiveness in schools and to cater to the individual needs of children with disability. The main objective of school social workers is to assist the students and provide them with a suitable environment to optimize the learning process (Openshaw, 2008).

The roles and responsibilities of school social workers vary widely. Some of them work in the area of assessing special education eligibility for students with special needs, while some works in developing and implementing treatment and intervention plan for such children. To ensure inclusive education, a school social worker can work in different diversified areas like changing policies & procedures at the state and national level. Making use of various social work practices like casework, group work, and community-school models. Promoting inclusive education by using practice methods which involves peer tutoring, grouping special and general students together, team panning, student problem solving, partnership with teachers & parents etc. (Pryor, Kent, McGunn, & LeRoy, 1996).

**Aim:** *The study aims to understand the different roles a social worker can play in the area of inclusive education for children with special needs. The study is review based and the data for the*

*same is collected from secondary sources like journals, blogs, books, articles, research papers. The primary focus of the study is to gain an understanding about the role of social workers in the field of inclusive education for children with special needs.*

### **Ecological Systems Theory**

Inclusive education cannot be just ensured by taking into account an educational institution and doing all the reforms within the institution only; rather it is a social concept that can be ensured only by understanding the relationship between different factors and systems influencing the child (Anderson, Boyle, & Deppeler, 2014). Bronfenbrenner is considered to be one of the pioneers of ecological system theory (Pryor, Kent, McGunn, & LeRoy, 1996). The theory focuses on the different influences on child development. The influences are the various relationships and interactions within and between the systems. The theory explains that the growth and development of a child are influenced by the interaction between the child's inherent qualities and his environment. The theory proposes five levels of external influences. The basic and the most immediate context of the child becomes the system of focus called the micro system. It mostly involves personal relationship and comprises of home, school, daycare, peer group etc. of a child. These micro systems are the subsystems of a more extensive system called mezzo-system. In a mezzo system, there is an interaction between different micro systems, e.g. home-school collaboration. These mezzo systems are further nested within the most extensive system called macro system constituting people and places which although distant to the child but still influences the child in one or another way, e.g. socio-economic and political systems. Besides the above three systems, Bronfenbrenner came up with two other systems: exosystem and chronosystem. In Exo-system, there exist links between different social settings, in which the child neither have

an active role, nor the child is directly part of it, but the presence of the setting does affect the child. E.g. a broader neighbourhood, parent's workplace etc. The chronosystem in simple terms demonstrates the changes that occurred over some time has an influence on the development of a child. E.g. change in family structure, parent's employment, war & conflict etc. (Wright, 2013).

Thus, the ecological systems theory provides an essential perspective regarding the role of a social worker in an inclusive education setting. It involves a holistic and integrated approach, wherein the social worker acts as an enabler and facilitator to meet the needs of children with disabilities by linking them with the essential resources. The role of a social worker in an inclusive education setting from ecological system perspective requires diverse knowledge regarding different aspects of children with special needs (Clark, 2007). Thus, this perspective enables us to understand the diverse roles a social worker can play towards inclusive education. At the micro-level, a school social worker can stimulate interactions between various systems like school & home. From Meso to Macro level, a social worker can work with groups, communities and can also use the social action approach to bring policy level changes. The goal is to serve children with special needs by improving the environment around them and stimulating interactions between different systems influencing children with special needs and their education.

#### **Role of a Social Worker:**

Since children devote a substantial part of their time in school, therefore the school environment should be as such where they can learn, grow and develop- academically, socially and emotionally. To ensure such an environment for all children, including children with special needs, social workers can play a vital role. In contemporary times, social worker's role is primarily

directed to student's mental health needs, their need assessment and developing intervention plans for them to ensure special education services in an inclusive environment (Webber, 2018). Inclusive education demands to consider every aspect that can hamper or affect the child's education. It's not enough to think that building a barrier-free school with modern infrastructure is enough to call it an inclusive institution rather understanding individual differences is of utmost importance to inclusion research. School social workers function inside and outside the school, offering their services not just to the school but also to families and communities (Mills, 2003). There comes into play the perspective of ecological system theory; which provides a useful theoretical framework to study children with special needs and the role of social workers to ensure inclusive education. As it takes into account different factors related to the child, which interact with each other to influence the inclusiveness in education (Kamenopoulou, 2016).

Professional social workers have the knowledge and skills required to work with children with special needs and to create collaboration between their home and school and also to involve the community in ensuring inclusive education practices. They provide evidence-based interventions for children and families (Mearns, 1977) by doing the proper need assessment and linking them with adequate resources to reach the goal of inclusive education in society. The different roles of a social worker in ensuring inclusive education for children with special needs are:

**Assessment:**

One of the most vital roles of a social worker in ensuring inclusive education is needs assessment of children with special needs to plan an early intervention. Social workers facilitate the assessment process by creating linkages among different service providers and systems. They have been given the name of “mobile teachers” for

their main role in assessing the child's environment to facilitate their needs outside the classroom (Damyanov, 2010). To ensure inclusive education of children with special needs, a "needs assessment" of children is of utmost importance to create an environment to meet the diverse needs of children. It is a comprehensive process for developing intervention plans to meet the needs of children having disability (Balli, 2016). Needs assessment of a child by a social worker, require the inclusion of a variety of aspects influencing the child and his/her environment, and it should be carried out with a goal to benefit inclusion of children with special needs in general mainstream education (Mensah, & Badu-Shayar, 2016). The assessment by a social worker provide a basis for other professionals like counsellor, teacher, principal to contribute towards the development of programs and plans which are inclusive and child friendly (Australian Association of Social Workers, 2015). From an ecological perspective, a social worker's role is to understand the child in his/her total environment, considering not only the child's school environment for ensuring inclusive education but also the child's family, peer groups, friends and neighbourhood. Besides to provide inclusive education, a social worker sees the child with special needs through the lens of strength's perspectives, by discovering the child's strong areas and using them accordingly to achieve their academic goals (Openshaw, 2008). Assessment of needs is done holistically by taking into account the different systems of which the child is a part directly or indirectly. Therefore, the different roles a social worker can play in the assessment of various needs of a child include, obtaining information from teachers regarding the child's problem, obtaining information from parents regarding the child's behavior at home. Besides, gathering information regarding the family's socio-economic conditions like family setup, financial status, looking into the child's functioning and behavior with relatives,

friends and in the neighborhood. In conceptualizing the problem of the child, the social worker has to work in diverse directions like providing direct services, consultations and developing intervention plans to properly link the resources with the needs of the child to ensure inclusive education in totality.

#### **Home Visits& School home linkage:**

Home visits is one of the key aspects of social worker. Practicing home visit comes with a lot of beneficial information which can provide basis for proper assessment of child's needs. Home visits use ecological perspective to enhance the understanding of home environment and its effect on his/her functioning (Pope&Hadden, n.d.). When working with children with special needs, home visits are considered quite useful. Social workers can practice home visits to facilitate inclusive education (Winter&Cree, 2017)by visiting the child's home and interacting with the parents/guardians to get an understanding of the child's environment outside the educational institution.To facilitate children with autism, learning disability or Attention- Deficit Hyperactive Disorder (ADHD) social workers practice home visit in order to generate awareness among parents and siblings in understanding their roles and duties towards the special needs of children (Openshaw, 2008). Therefore, home visits by social workers are crucial to facilitate and ensure inclusive education of children with special needs.Research have shown the practice of home visits helps the social worker to create a link between school and family (Allen &Tracy, 2004). Many a times, despite having all the necessary support in school, the children still face barriers in learning, this can be due to various factors in their home environment. This can be recognised and addressed by the school social workers through home visits (McDavitt, 2017). Social workers visit the home of the students to ensure parent involvement, to respond to family diversity, student's behavioural assessment etc. (Openshaw,

2008;Allen&Tracy, 2004). Home visits by social workers are encouraged for developing effective plans which could be put in action both in school and home (Balli, 2016).

Besides home visit, it is important to facilitate and ensure school-home connectivity. Mostly, teachers are concerned with the educational needs of a child, and therefore there should be someone who can have direct dealing with parents and can create a link between home and school. Giving this role to teachers can overburden them and may also affect their teaching (McDavitt, 2017). Social workers can, therefore, play an essential role by providing socio-educational consultation to help children with special needs. During the process of consultation, a variety of problems are revealed by child, parents, and teachers. It helps the social worker to assess different life situations influencing the child and thus subsequently plan an intervention to help the child achieve the desired goal. The process of consultation helps in ensuring inclusive education in the general education environment (Damyanov, 2017). The home-school collaboration and socio-educational discussion by a social worker reveal the special needs of a child along with his strengths, which further helps to plan and strategize the suitable inclusive educational environment catering the child's needs and maximizing his potential.

**Mediation:**

The role of mediation by a social worker in inclusive education is of much importance. According to Weiner, 1980, mediation helps in conflict resolution between child, parent, and school without using the formal appeal process (Openshaw, 2008). Mediation creates links between different systems that influence the child. The method of mediation is between the child and his/her social world, which includes parents, classmates, peers, friends, teachers etc. Mediation demands specialised knowledge and skills and can be done effectively by a professional social worker to ensure



proper communication between home, school, and community to bring a positive change in the area of inclusive education (NASW,2012).

Mediation and social work have a common goal of empowering people based on the principle of impartiality, justness, and social well-being. A social worker using the tool of mediation looks for a common consensus and understanding to be created between systems influencing the child with special needs and his/her education (Carrasco, 2016). There is a need for the mediator having professional knowledge and skills in the social area, and social workers can act as the most viable professionals to perform this function (Vieira, 2013). Within the ambit of ecological theory, Mediation as a tool can be used to address issues of children with respect to the systems, they are living in. One of the ways in which mediation can be applied by social workers to ensure inclusive education is peer mediation. It involves educating peers of children with special needs to be accommodative and interactive to their counterparts. In this process social workers use role plays, modelling, clear instructions etc to generate awareness among peer groups of students with special needs. This helps in creating a peer group which act as social mediators in the educational institutes.

Using the set of knowledge and techniques, a professional social worker aims to facilitate communication and negotiation. Mediation within the social work profession can be used in a situation of difficulty and also in different institutions and organizations, which are offering support to an individual with specific needs. In child inclusive practices, mediation is considered essential. The process of mediation allows not just the direct involvement of children but also the involvement of other significant others like parents, teachers & peers; with the sole aim to realise valuable role others can play to cater the needs of

children with disabilities. The social workers acting as mediators are guided by the principle of neutrality, confidentiality, and impartiality. Social workers as mediators in conflict resolution can diagnose, advise, guide, protect and assist the parties involved in offering inclusive education to a child with special needs. It can be used as a key to bring the change that values human condition (Vieira, 2013).

**Counseling:**

Studies have shown that children with special needs often face emotional and behavioural problems and they often face difficulties to adjust to the school environment. Besides research on school counselling have revealed that children feel more comfortable in sharing their concerns with someone other than their teacher, whom they don't have to face in the regular classroom (Burnison, as cited in Smith, 2018). Counselling plays an important role in helping such children and therefore comes the role of a social worker or a school counsellor. Counselling is taken as one of the vital duties of a school social worker. In ensuring inclusive education certain roles and functions of social workers and a school counsellor may overlap. Although the school counsellor may provide direct counselling to individual students like a school counsellor, the focus of a social worker is not just on the individual counselling but on the student's overall environment which includes his/her parents, friends etc. to bring a positive change in the student's academic, emotional and social well-being. Thus, practicing counselling and therapeutic approach to ensure inclusive education for children with special needs demands diverse work from a social worker. Diverse in-terms of providing Individual or group counselling, crisis intervention and family counselling (Richard & Sosa, 2014). Within an ecological view, counselling in schools has been proved beneficial to understand the students and their family (Smith, 2018). Social

workers should practice counselling which is focussed and directed towards the child and the family. Social workers, with the help of counselling as a tool can assist children and their families to develop improved and varied ways related to learning, peer relationship and other school related issues. This will help in developing better self-esteem and coping among children. Counselling by social workers can help in dealing with adjustment and emotional issues of children with special needs to retain them in the institutions, which in turn would facilitate inclusive education in schools.

**Advocacy:**

Advocacy is a crucial element of social work as a profession (Dalrymple&Boylan, 2013). Working for an inclusive education requires a social worker to advocate for the rights of children to ensure that every child has equal access to educational resources and opportunities (NASW, 2012). According to Schneider and Lester, 2001, *“social work advocacy is the exclusive and mutual representation of clients or a cause in a forum attempting to systematically influence decision making in an unjust or unresponsive system”*

A social worker can do advocacy on behalf of either a single case, called case advocacy, for instance working for a child with special needs. Or the advocacy can be done on a larger platform, called cause advocacy, which involves policy or program change to bring social change and justice for a wider section of society (Dalrymple&Boylan, 2013). Under the framework of ecological systems theory, social work advocacy can be performed at different levels of the system. Advocating on behalf of a single case is called Micro level of advocacy, also known as case advocacy. Advocating at schools, community, & neighbourhood comes under the meso level of advocacy. Whereas, advocacy at state and centre government for policy change form the macro-

level advocacy, for instance, lobby the department of education at the state level in bringing changes in policy to ensure inclusive education (Opperman, 2013). The role of a social worker is not just to create a link between different systems to meet the needs of the children but to advocate for their rights, reduce stigmatization and promote equality by providing them with their due space in the society (Kwan&Cheung, 2016).

Social workers thus act as a facilitator to bring the change that effectively caters to the needs of students, families, and school systems. They engage in the role of advocacy to ensure that every child's right of getting an education should be fulfilled for their overall growth and development so that their dignity, capabilities, and potential must be realized to the fullest. The social worker must advocate for the services that should be available to the child (NASW, 2012) in order to meet their socio-educational needs in an inclusive setting.

#### **Awareness Generation:**

In a country like India, where the concept of inclusive education is still evolving, the role of a social worker in generating awareness about the rights of children and inclusive education plays an important role. According to Dr Pingle& Dr Garg, the lack of awareness among teachers and school authorities pose the biggest challenge to the inclusive education system in India. Social workers can generate awareness among parents and communities at grass root level about the constitutional provisions enacted for children with special needs. Awareness can help change people's perception of children's special needs. For awareness generation regarding inclusive education, a social worker can work with teachers, student community, families and the neighbourhood community to make sure children with special needs must enter the school to enjoy their right to free and compulsory education. Social workers should prepare students to embrace human

differences within and outside the school premises. The teachers should be given proper training regarding inclusive education and special education needs of children. They should be more patient towards the student with special needs (Kafia, 2014). The social workers should make awareness regarding the anti-discrimination legislation and consequences of not enrolling any student with special needs. The awareness should not focus only on the student's disability but overall child development (World Vision, 2012). Awareness regarding Individual educational plans and assessments to suit the student's individuality should be favoured to facilitate inclusive education practices.

The awareness generation among parents is of vital importance as many parents think that the child with a disability cannot get enrolment in school. Even if their children get admission in an educational institution, the parent's fear that the school environment will be unsafe for them and their children's special needs may not get fulfilled (World Vision, 2012). It is therefore important that a social worker working in the area of inclusive education must aware parents about the Rights of Children with Disabilities and how inclusive education can be beneficial in promoting social justice by combating stigmatization and prejudice.

#### **Multi-disciplinary Team Work Approach:**

A multidisciplinary teamwork approach is of utmost importance in ensuring inclusive education. It brings together professionals from different fields including, a school psychologist, social worker, health professional, teacher etc. to provide diverse services for children with special needs. Traditionally social workers have been working in coordination with professionals of other fields to better understand individuals and their problems (Kim, 2012). Multidisciplinary teams have been seen quite useful in schools also, and the role of social workers in such teams cannot be

neglected.

A social worker contributes in many ways in multidisciplinary teams. Ecological systems theory best describes the role of a social worker in multidisciplinary teams. The social workers don't take just one aspect of an individual but instead takes the different systems influencing the individual in need. Under the ecological systems theory, social workers have a role in working in collaboration with other school staff and pursuing interventions at different system levels, to ensure inclusive education in totality. This helps in building the knowledge and understanding of various aspects from a variety of professionals in order to develop an appropriate intervention model while working in the area of inclusive education.

The primary role of a social worker in a multi-disciplinary team is building of initial trust and collaboration among different team members, to encourage the team members to work together in bringing the desired change to achieve the common goal (Kim, 2012). School social workers have an important contribution to make in the multidisciplinary teams. they assist the other team members in creating a link between home, school, and community (Balli, 2016); in early identification and early intervention of at-risk students or students with disabilities (NASW,2012 & Openshaw, 2008); in supporting teachers for developing individual education plans, and working with other systems to create a conducive environment for children with special needs (Balli, 2016).

Working in a multidisciplinary team helps in a proper delegation of work wherein roles are clearly defined, and the inputs from various teammates are gathered to decide and intervene effectively for students with special needs (Kim, 2012). In an interdisciplinary team, the social workers, along with the other professionals, work closely together to identify the early signs of

difficulties and special needs of children. Social workers, in collaboration with other school staff can play an essential role in raising awareness regarding social oppression those children with disabilities face. For promoting inclusive education, the social workers, along with the other team members can work towards the acceptance of students with special needs not only in schools but in the community also. They can work in developing a healthy and friendly environment by working together with students, their families, teacher, community and other stakeholders, thereby ensuring inclusive education.

According to standard 10 of the National Association of Social Work, school social workers have to provide interdisciplinary leadership and collaboration by working with other school staff, parents and communities to promote student well-being and improve the academic outcomes (NASW, 2012).

**Conclusion:**

Social Work being a therapeutic and problem solving discipline emphasises on use of its core principles and values while working with children with disabilities and special needs. The concept of school social workers is not very famous in Indian context, but due to the reforms in educational system, the need to include social workers in the educational institutions to meet the needs of children with special needs has become quite essential. Inclusive education demands utilization of proper knowledge, skills and attitude so that a proper intervention can be framed to ensure educational needs of the children with special needs. A social worker working in the area of inclusive education must have the skills to work with the individuals, groups, families and communities. They have a role to play both inside and outside the school. The paper can serve as a guide towards highlighting the role, a social worker can play in ensuring inclusive education for children with special needs. Inclusive education is only possible

when the intervention is planned by keeping both the child and its environment into consideration. Under the ecological systems theory, a social worker plays an essential role by creating a link between different systems, a child is a part of and understanding the implications of these systems on the growth and development of a child, so that a proper intervention can be planned to ensure and realise the educational needs of that child. The paper is an attempt to relate social work profession with special educational needs of children, so as to highlight the different roles of a social worker in the area of inclusive education to promote the right of equal access to education by celebrating and embracing the differences and diversity among children.



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## **Documenting violence against the children of Jammu & Kashmir amid armed conflict: A review of reports**

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**Syed Wasifa Mehraj Kamili<sup>2</sup>**

### **Abstract**

*Alike women, children also fall in the realm of vulnerable sections, globally. Similarly, the violence being afflicted on the women has been extended to children as well, again globally, be it directly or indirectly, intentionally or unintentionally. Children of the Jammu and Kashmir, alike the children from other war-torn places, also get exposed to the violence through the ongoing armed conflict in the state. The armed conflict, apart from killings, has come out with issues of multifaceted nature which have routinely affected the vulnerable sections of the state, more specifically women and children. The solution, still unseen, has given the job of documenting human rights violations to some of the human rights organizations. These organizations have been involved in documenting, litigating, campaigning and advocating the cases of violence so as to present the reality of Jammu and Kashmir to the international community. As the central point, the present study relies upon few local, national as well as international reports, with an endeavor to throw light on the situation of children in the J&K state. It revolves around the orbit of the four rights formed by UNCRC in the year 1989 and presents the systematic as well as structured violence committed on the children of J&K in different themes. The study entails the instances of violence committed on the children of J&K state and*

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*also exposits in detail the impact on their mental health. In the end, the present study focuses on the ways to mitigate violence on the children and the need to design well-tested remedial measures in order to alleviate the issues the ongoing armed conflict has inflicted them with.*

**Keywords:** Armed Conflict, Children, Jammu and Kashmir, Human Rights, Violence.

### **Introduction –the narrative**

“Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation.” (WHO, 2002) In simple terms it can be referred to as the state wherein there is absence of individual as well as collective security, peace, justice and development. Violence, as has been documented in the war and conflict zones, mostly penetrates the system of peace and justice. Usually, violence strikes down the important faculties like morality, ideology and culture, most specifically it breaks down social, economic, sexual and psychological aspects of people. Violence actually targets the vulnerable groups, most specifically women and children become its victims. Millions of children around the world are affected by armed conflict. It has both direct and indirect impact on the physical, mental, social and behavioral well-being of children (Shenoda, Kadir, Pitterman, Goldhagen, 2018, pp.1-2). In fact, both acute as well as chronic effects of armed conflict result into violation of child rights and that result in the elevation in morbidity and mortality of children globally. In many ways, the rights of children get undermined in any conflict hit area (Berry, n.d, p.6). Children, in armed conflicts around the world, are regarded as the unintended victims of violence. Approximately 350 million children, around the world, are living in the areas

affected by conflict (Kirolos., Anning., Flylkesnes., & Denselow, 2018, p.9). In almost all the cases of conflict hit areas, Survival, Protection, Development and Participation, the four fundamental rights of children get violated. Since children are one of the vulnerable sections of society, they are subjected to severe human rights violation and deprived of basic necessities of life such as food, access to basic health care, education etc. Hundreds of thousands of children are thought to be involved in armed conflict as combatants. They are recruited in several agencies as child soldiers where they are subjected to exploitation and are threatened with death, deprived of food, use of drug or forced to be part of armed conflict in other ways. Thus, they develop risk of physical, mental injury, sexual abuse and sexually transmitted diseases.

Jammu & Kashmir, an armed conflict hit area with 700,000 troopers, is considered as the most militarized zone in the world. J&K, alike other war zones, is no exception to get exposed to all the forms of violence. The militarization, as per the JKCCS report on children (2018), forms an impediment to the social and psychological development of the children in J&K. The same report argues that the Jammu and Kashmir Armed Forces (Special Powers) Act, 1991 (AFSPA) provides impunity to the armed forces and this act has contributed well in ending the accountability of human rights abuses as a result the violence against the civilians including children of J&K remains continuous as well as under-reported.

Since the onset of insurgency in the year 1989, Kashmiris have been witnessing as well as victims of the violence through the ongoing armed conflict. The children of J&K, apart from getting exposed to the violence, have also been the victims of the present armed conflict in Jammu and Kashmir. Due to the present armed conflict, many children have lost their parents either one or both.



And that is the reason the concept of orphanages in Kashmir was introduced. This statement gets corroborated with the report of Save the Children (2012) in which it reveals that Kashmir alone has 215,000 orphans out of which 37% are due to the ongoing armed conflict (as cited in Maqbool,2012).There have been instances wherein those children who lost their fathers either experience psychological imbalance (mental trauma) or join militant ranks. Girls, on the other hand, in most cases face early marriage. In both the cases, the children suffer. As always found, the rights of the children laid out in the United Nations Conventions on the Rights of the Child (UNCRC) get violated and same is the case with Indian Administered Jammu and Kashmir. It has been recorded that 80% of women and children are the victims of armed conflicts around the world. And same is the case with the state of J&K as in; the children of the state are not different to it as they also have been the targeted groups of state violence. The Indian People's Tribunal (IPT) further describes the plight of Kashmiri children as,

Constant disturbances in the valley have changed the entire life pattern of inhabitants, especially children. The entire concept of childhood has undergone a radical change in the valley. The children do not go to kindergarten or learn nursery rhymes or play with the toys, as normal children would do. Neither are they brought up under the loving tender care of their parents in a free atmosphere. Instead their memories of childhood consist of an atmosphere surcharged with fear, terror, constant violence, unrest and constant insecurity. (Tramboo, 1999, p. 3)

Therefore, the purpose of this study was to brief about the situation of the children of J&K affected by violence through ongoing armed conflict and thus provide a platform for policy makers, law enforcement officials to devise strategic plans in

order to mitigate the negative consequences of ongoing armed violence on the children.

### **Objectives of the study:**

1. To understand the impact of armed conflict on the physical, social and behavioral well-being of children of J&K.
2. To explore the effects of armed conflict on the developmental needs of the children.
3. To determine the magnitude of the violations of the fundamental rights of the children.

### **Research Methodology**

In this study the researchers tried to assess the impact of armed conflict on overall well-being of the children of J&K through review of literature on the aforementioned aspects. The literature was searched on several databases published in English between 2000 and 2019. The keywords that were searched in order to obtain relevant literature included children, armed conflict, survival, health, sexual violence, juvenile justice act, torture, human rights violation etc. In addition to it several measures were taken so as to guide the quality of literature review. Peer reviewed research articles along with reports of some notable organizations such as World Health Organization (WHO), Amnesty international (AI), Médecins Sans Frontiers (MSF), Asian Centre for Human Rights (ACHR), Jammu Kashmir Coalition of Civil Society (JKCCS), Public Commission on Human Rights (PCHR), UNICEF and United Nations were taken into consideration which were international, national and local in origin. Besides the studies that were analyzed were both qualitative and quantitative in nature focusing on numerous implications of armed violence such as deterioration of physical, social and emotional well-being of children, contamination of their basic rights and developmental needs that are mostly affected at large magnitude. Thus, for this

study total 20 publications were considered, out of which 10 were reports and the rest were research papers and articles.

Hence, the literature for the current study which included reports, research papers and articles enabled us to confide the consequences of armed violence on different aspects of the children.

### **Literature review**

Armed conflict is a global phenomenon which poses numerous challenges on the affected population. Among the population, children are worst sufferers, being vulnerable sections of society. As a result of it, they are subjected to numerous atrocities thus leading to human rights violation. Hence several studies have been conducted which have revealed the repercussions on the affected lot. Thus, the major losses incurred to children through ongoing armed conflict in J&K have been, in the form of findings, enumerated as follows:

### **Survival – *the non-existing thought***

The immediate effect of armed conflict is disruption in food supplies which has a profound effect on whole population particularly on children. Not only this, but during armed conflict, there occurs a shift in normal patterns of living and hence puts brunt on breast feeding while making lactating mothers feel less confident and under fear which again becomes the reason for starvation and inadequate nutrition to children during conflict (United Nations, n. d, p.3). Hamilton., & Abu El-Haj (as cited in Gow., Vandergrift., & Wanduragala, 2000) have put impetus upon the survival of children as “the most fundamental challenge for any system which wishes to mitigate the suffering of children in war is to ensure their very survival”. As per the data available in the report on children by Jammu Kashmir Coalition of Civil Society (2018), every year, since 2003, 26 children have

been killed. Since 2003 to 2017, 318 children in the age group of 1 to 17 have been killed and the statistics by the same report reveals that 144 children alone have been killed by Indian armed forces and JK Police. In the year 2018 alone, 31 children were killed. Therefore 349 children have been killed until 2018. Due to the frequent use of Explosive Devices at encounter sites by Indian armed forces, 110 children have been killed. The surprising factor is that there has been no age distinction of the victims and looking at the figures, we get 121 children killed are below 12 years followed with 154 children killed who are between 13 to 17 years. The youngest victim among all is 10-month-old baby who was killed in 2010. In all the violence against children, 72 happen to be girls.

As documented by JKCCS, there are many instances wherein children have become victims of various forms of violence through armed forces, thus, gives the impression upon the violation of the survival as one of the rights given by United Nations Convention on the Rights of Child (1989). The survey conducted by JKCCS (2006) itself in district Baramulla and Bandipora reveals that 5106 people were killed and disappeared since 1989 to 2005 out of which 392 were children. This report further reveals that out of those 392 children killed, 43 were females. The killings of children have taken place in both the regions and the data provided by JKCCS reveals that out of the 318 children killed, 214 killings of children have taken place in Kashmir whereas Jammu region has witnessed 96 killings which clearly say that the survival of children in the whole J&K has grim picture. Article 6 (Survival and development) of United Nations Convention on the Rights of the Child (1989) states that: "Children have the right to live. Governments should ensure that children survive and develop healthily". If we go by this, we carve out that there has been no adherence to this as a result the children

are being forfeited of this right completely and the survival of the children of J&K seems non-existing factor.

### **Health – *the recognized casualty***

Violence also leads to devastating impact on children's health whether it will be direct or indirect. Direct effects include death, injury, disability, trauma depending on the nature of combat and age group affected. Indirect effects relate to the destruction of infrastructure required by children for their optimal survival and development, environmental exposures, and other downstream effects on social determinants of health, such as worsened living conditions and ill health of caregivers (Guha-Sapir & Van Panhuis, 2002, pp.15,19). For example, the conditions created by armed conflict compromise key public health functions, including vaccine delivery, health surveillance and disease outbreak investigation, resulting in increased rates of infectious disease transmission (Shenoda, Kadir, Pitterman, Goldhagen, 2018, p.7). Similarly, attacks on both government and non-governmental health facilities and mobile clinics are increasingly prevalent (Franco, Suarez, Naranjo, Baez, Roza, 2006, pp.7-8). These attacks violate the Geneva Conventions and result in the death of patients and health workers and increasing barriers to care because of people's fear of being injured or killed while seeking treatment. During armed conflict loss, grief and fear also takes toll resulting into mental health issues ranging from stress, anxiety, depression, Post-Traumatic Stress Disorder (PTSD) (Guha-Sapir & Van Panhuis, 2002, p.15). Children become witness to all the forms of adversities during armed conflict. They get exposed to numerous atrocities which undermine their confidence and fill them with fear. Therefore, children who have experienced traumatic or other events during conflict can suffer from severe anxiety and nightmares (Shenoda, Kadir, Pitterman, Goldhagen, 2018, p.8). They may cease playing and avoid being in groups, lose their

appetite and withdraw from contact. They, at times develop aggressive behavior thus affecting their overall mental health. The psychological well-being of the children of J&K constantly remains vulnerable due to the ongoing armed conflict. It can be understood with the fact that when any child witnesses the killing of her/his father or rape of her/his mother, her/his psychological state gets upside down altogether. One of the examples can be shared here; a victim of Kunan-Poshpora mass rape in the narration of her story says,

My children who were in the room started crying. Then three army men pushed me down on the floor, tore off my clothes and raped me one after another in the presence of my children. When my children cried and raised alarm the army men aimed guns at them and threatened to shoot them if they did not stop crying. (JKCCS, 2015, p. 85)

As documented in the Médecins Sans Frontieres report (2006), it has been revealed that, due to the present armed conflict, children are suffering from fear and most of the children are found having issues in attending school. Armed conflict comes with many issues, hazards as well as transformations, and the most impactful community, among all, is of children's. Article 39 (Rehabilitation of child victims) of UNCRC (1989) states that: "Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child." Every state, therefore, must have proper measures in order to protect the psychological well-being of children.

### **Education – *the vulnerable model***

As other human faculties get affected, education too comes into the radar of violence which signifies the right to education, at most of the times, gets violated. More precisely the children face

barriers to get access to education. In other words, safe places for children such as schools, playgrounds are increasingly targeted by combat groups that cause the total or partial destruction of such facilities (UNICEF, 2018, p.3). Therefore, indiscriminate crossfire, looting and direct targeting results into reduced school enrollment, high dropout rates, lower educational attainment, poor schooling conditions, and the exploitation of children (Shenoda, Kadir, Pitterman, Goldhagen, 2018, p.2). According to UNICEF (2018) it has been revealed that in Philippines, armed combatants of Marawi lead to destruction of more than 20 educational institutions thus hindering education in more than 20,000 children (p.3). Other interferences to the normal operation of the facility may also be reported, such as the occupation, shelling, targeting for propaganda of, or otherwise causing harm to schools or medical facilities or their personnel. Because of the conflict more than 400 schools, according to the same report of Public Commission on Human Rights (2005), were gutted and as a result 60% of children between the ages of 10 and 14 were deprived of education.

The core issue lies in the occupation of armed forces in the educational institutions. Due to the huge militarization, hundreds of educational institutions were converted into the military camps in the early nineties (Jammu Kashmir Coalition of Civil Society, 2018). The report of Public Commission on Human Rights (2005), has presented the list of 46 schools and educational establishments, covering only 6 districts of the valley (Srinagar, Anantnag, Baramulla, Kupwara, Budgam and Pulwama), occupied by the armed forces. One can well imagine the status of the schools of the remaining districts of the state. More than 18 schools in district Baramulla alone, as reported by JKCCS in their report on children, have been occupied by armed forces followed with other districts that too have schools occupied by armed forces. Moreover the same report establishes the fact that not only

the schools have been occupied but they also have been used as interrogation centers, military bases and military posts. IPT has expressed this situation as,

The army constantly enters school premises, takes the teachers, principals to task, and humiliates them in front of students by parading them. The schools are virtually turned into army camps which the army has occupied for years. The schools are therefore hardly functioning. There is no schedule for conducting examinations and declaring results. The students have to bear the brunt on all fronts. Many lose their homes as the army burn houses where they suspect the presence of militants. Thus, the student community in the valley has been deprived of having education in a free and fair atmosphere. (Tramboo, 1999, p.7)

JKCCS (2018) further comes up with the fact that during 2003 to 2017, 186 students were killed in the various incidents of violence and JK Police has killed 136 students which is highest number among the total killings. Among all the student killings, Kashmir division shares 87% and Jammu as 13% which vividly signifies that Kashmir division has remained most affected.

### **Torture – *the unending story***

Like other human rights violations, torture in Kashmir remains systematic and at the same time underreported. It is used as one of the indiscriminate and humiliating punitive measure widely. In fact, it is one of the controlling tactics used by combatants so as to develop fear psychosis in target groups particularly in women and children (Association of Parents of Disappeared Persons [APDP] and Jammu Kashmir Coalition of Civil Society [JKCCS],2019, p.84). Khan &Margoob (as cited in APDP and JKCCS, 2019) have conducted the study in which it was revealed that out of the six traumatic exposures, each child had faced at least one traumatic event with 4% who had been beaten up or tortured (p.114).In addition to it the other instances of children being



subjected to torture has been attributed to, of considering them as adults by the armed forces. IPT in Jammu & Kashmir has summed it up in these lines: “The young teenagers and students are often taken for interrogation. Many of them are found missing after interrogation.”(Tramboo, 1999, p.4) In the last fifteen years (2003 to 2017), as revealed in the report of Jammu Kashmir Coalition of Civil Society (2018), seven children have lost their lives due to the torture by the armed forces. Article 37 (Detention and punishment) of UNCRC (1989) says: “No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.” Thus, it becomes evident that the children of J&K are turning more vulnerable to the state led atrocities, particularly torture followed with no mechanisms of accountability as well as prosecution of perpetrators existing in the state.

### **Sexual violence – *the everyday nightmare***

As observed in the most conflict-ridden areas, sexual violence remains no exception and same is the case with Kashmir. Kashmiris have also witnessed sexual violence. In every armed conflict hit area, sexual violence remains highly under-reported. Rape, sexual slavery, forced prostitution, forced pregnancy; forced sterilization / abortion, sexual mutilation and sexual torture are some of the forms of sexual violence, (Cohen, & Nordas, 2014). It has been recorded that children too aren't safe from getting sexually abused and among the rape victims, mostly young and minor girls get sexually assaulted by Indian armed forces. The systematic, yet unaccountable, rape and murder of a minor girl in district Kathua by the J&K Police Personnel impresses upon the fact that children of J&K, at most of the times, become the

primary targets of state violence. Rape and sexual assault of children at the hands of armed forces is common in Jammu and Kashmir and most of the times it forms as a collective punishment against the dissenting population. The sexual violence committed on the children leaves disastrous impacts upon their psychology. Some of the instances are like, one teenage girl was raped and murdered by armed forces in 2009 in Shopian, and in another case 16-year-old girl from Bandipora fell victim of rape by an Ikhwani and as a result, she committed suicide (JKCCS, 2018). It should be noted that there are many cases of sexual violence against the children of J&K but it has always been observed and seen that most of the times, the survivors of sexual violence refuse to speak so as to not get prey of reprisals at the hands of perpetrators and not face social stigma. Not only girls, as per the same report by JKCCS, but boys between the ages of 9 to 19 were also sexually assaulted through sodomy. With this, therefore, the sexual violence committed against the children of J&K ultimately remains underreported as well as underestimated.

### **Juvenile Justice – *the hopeless hope***

The children of J&K share an interesting tryst with the Juvenile Justice Act (JJA). That is, it is clearly set yet ambiguously implemented which turns the children of J&K more hapless and at the same time helpless. There have been many instances wherein provisions of law regarding the protection of children were violated. The report of (JKCCS, 2018) has given the data of such cases wherein violation of these laws was witnessed. A minor namely Rayees Ahmad Mir from Delina, Baramulla district of Kashmir was detained under the Public Safety Act (1978) when he was minor. Many cases like these signify that juveniles aren't being treated according to their statuses (age). As per the report of Asian Center for Human Rights (2011), all juveniles, in all the cases in conflict with the law and especially minors detained under

PSA have, up to date, been tried in normal courts and have been jailed with other detainees and criminals. The juveniles of the valley are not seen differently as a result they are treated as adults which puts them into more vulnerability. Same has been replicated in the JKCCS report on children (2018) however JKCCS believes that the juveniles are becoming victims of injustice because of not having Juvenile Justice Boards in the state. The detention leaves serious impact on the social as well as psychological well-being of the children. Many at times it has happened that juveniles attained adulthood whilst being under the custody because they were not presented and tried in the due course of time, irrespective of the fact that they were juveniles at the time of detention. The situation of the girl juveniles is worse than the male juveniles as there is no separate juvenile home for the female juveniles. (Asian Center for Human Rights, 2011)

Article 40 (Juvenile justice) of UNCRC (1989) says: “Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.” Comparing both the facts stated above and the Article 40 of UNCRC; there is found incongruity. In more simple words, there is no replication of this article in the present scenario as a result the children with the law remain vulnerable to the remedial model needed and they carry the hopeless hopes.

### **Conclusion**

Children are the future of every society. In fact, they are the world, if taken into a progressive ideology. They are the only who lead nations right after turning into youth-hood. They lead nations if they are possessed with a progressive as well as conducive

atmosphere. Thinking in the same manner seems impossible because if we go by the figures available, around 350 million children around the world are facing conflict. Looking at the statistics of children affected by the armed conflict around the world, the future progress of the world nations seems occupied with bleak chances. Conflict hit areas have badly affected the overall development of people, particularly children. The thrust must be laid upon the thought that when children become the victims of any armed conflict or even become exposed to armed conflict; world nations altogether come at the verge of extinction. In armed conflict hit area, violence on children is predictable but at the same it is preventable if due measures are taken at the right time.

Since the onset of insurgency in the Jammu and Kashmir state, its people have been witnessing all forms of violence, to say more aptly, their identity has been changed from human being into a victim. The case of the children in the J&K state comes as a serious one because of the present circumstances they are experiencing. In the actual sense, violence through the ongoing armed conflict has affected the very survival of the children of the J&K state. The health of the children has turned into a recognized casualty which bears the whole brunt of the violence. Like other conflict-hit areas, the children of J&K also face psychological issues because of the indelible marks of violence left on their existence. The children of J&K have seen their schools getting ablaze which has, unintentionally, created exacerbated crackdown on their educational development.

Through the examination of few reports on children, the authors come across a very grim picture pertaining to the development of the children of J&K. The issue lies with the huge "*militarization with impunity*" in the state which serves as an impediment to the overall well-being of the children.

Taking both UNCRC and the children of Jammu and Kashmir into consideration, the result comes different in the sense that India, despite ratifying to this convention, is found non-adhering to it in the practical sense because the rights of the children of Jammu and Kashmir continue to get violated in a more systematic manner. It is noted in the reiterating sense, the violence, through the ongoing armed conflict, committed on the children of J&K has affected their important faculties such as survival, health and education. It has had devastating impact on the overall growth and survival of children which needs to be alleviated on immediate basis. There is a dire need of adherence to the law and most importantly the articles mentioned in the UNCRC(1989) so that the children of J&K shall regain the power to dream for big flights towards their progression and development.

### **Recommendations**

The authors, after examining few reports, have crafted some recommendations with the motive to have the mitigation in the violence against the children of J&K. The authors are of firm belief that the recommendations, if acted upon firmly, will inevitably, improve the life of the children and will ultimately help in mitigating the violence committed against them. The recommendations will also help in reforming the existing policies & programs as well as designing new contributive policies regarding the children of Jammu and Kashmir.

- Lobbying, advocacy and information dissemination on children's rights will help in creating awareness.
- Promotion of accountability for violations of children's rights can mitigate the violence on the children of J&K.
- Acceptance as well as implementation of the internationally agreed standards of child protection must be ensured in all the regions of J&K.

- Child protection policies must be well promoted and campaigned upon.
- Need of revisit to the existing policies on children, and if possible due changes in accordance with the present situation and findings must be given a chance.
- Children-focussed programs and schemes during and after armed conflict must be developed on priority basis.
- Authorities must put in place the strong mechanism of investigating and putting to account the perpetrators of the crimes against the children of J&K.
- Well designated as well as tested psycho social support must be provided to the children affected by violence.

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## **Conflict induced disability: A study of pellet victims in Srinagar.**

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### **Abstract**

*Armed conflict is a global phenomenon with serious implications for mass population. It results into powerful and long-lasting impact in the form of mortalities, morbidities, severe injuries, permanent disabilities and also restricts the access of basic facilities to the affected population. Among the catastrophic events that occur during armed conflict, disability is one of the devastating consequences which not only impacts the victim but also proves to be distressing for whole society. In the context of Kashmir Valley, armed conflict since last three decades has resulted in extrajudicial killings; arbitrary detentions; enforced disappearances and formation of a large number of people with disabilities due to which there has been a serious impact on the development and economy of the society. According to the data of Handicapped Association of Kashmir (as cited in Sidiq, 2015) nearly two lakh people have been disabled due to the conflict in the state from the last 20 years. Disability is not limited to the impairment of functioning of particular sensory or locomotory organ (s) only but it has also a long-term impact on the overall well-being of the survivor (Thapa & Thaler, 2012, p.7). As a result, the victims are not disabled physically only but it has*

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*drawn the indelible marks on their mental health as well. This statement gets corroborated with the study conducted by The Department of Psychiatry, Government Medical College, Srinagar which has revealed that, of the total number of pellet victims, 85% have developed several psychiatric disorders. Depression was the most common followed by adjustment and Post-Traumatic Stress Disorder (PTSD) among them. Hence, this study would aim to elucidate the multifaceted aspects of morbidity faced by the conflict induced disables through certain case studies which would throw light on physical, social and emotional well-being of the survivors.*

**Keywords:** Kashmir, Armed conflict, Disability, Impact, Pellet Victim

### **Introduction**

Conflict is one of the serious ancient phenomena visible almost in every society. It is one of the salient features of human society and is as old as mankind. It is an expression of rivalry, aggression, negative attitudes, hostility and opposition (Thakore, 2013, p.7). It can be defined as state of disagreement between the opposing individuals or groups where each of them tries to persuade the opposite one. In other words, conflict occurs when the interests of one party come into engagement with that of another or others either intentionally or unintentionally (Cooper, 2008, p.85). It can involve both tangible and intangible products of interest which are accommodated through deceit, intimidation or by some political means (p.86). According to Jeong (2000), conflict is said to exist when two or more groups develop a state of disagreement over values and claims for power, status and resources so as to injure and eliminate the rival by the opponent group (as cited in Folarin, n.d, p.2). It is thus a dynamic concept which involves energy and movement as its attributes and thus indicates its destructive potential (Cooper, 2008, p.86).

Conflict is a lasting phenomenon whose roots are embedded in interests and dissatisfactions. Since wants and desires for betterment are one of the components of human societies, these are fulfilled on the expense of others which carry seeds of conflict (p.88). Thus, conflict mostly occurs in every part of the world with varying degree, intensity and consequences across the regions and sub-regions. The reasons of the conflict could be diverse and complex and can occur at different levels. Not only this, but the nature of conflict also vary which could be mostly intra-state conflict, inter-state conflict and trans-state conflict. However in politics, conflict involves clashes, wars and revolutions which involves the use of force as in armed conflict (Hassan, 2013, p.16). Thus the reasons could be economic, social or political such as dispute on territory, breakdown of diplomatic ties, economic strains between nation states and cyber-attacks that precipitate state paralysis, undermine national security, or provoke international conflicts with sponsoring states (Bugajski, 2011, p.1). As a result of it stress or tension develops among stakeholders which leads to serious repercussions on social conditions. Thus, the conflicts are ubiquitous, occurring at different levels along with the array of consequences.

### **Armed conflict**

Armed conflict is one of the major reasons for deaths and injuries worldwide accounting for millions of people every year. Globally, it has become a growing concern for the developing nations. According to the Uppsala University Conflict Database, an internationally recognized tool that manually collects data on armed conflicts, an armed conflict is a contested incompatibility that concerns government and / or territory where the use of armed force between two parties, of which at least one is the government of a state, results in at least 25 battle-related deaths in one calendar year. According to armed conflict database, there are 42 active

conflicts around the world causing 180000 fatalities and more than 12 million refugees. (Cole, Ying Xu and Reitter, 2016, p.1). Since the reasons of armed conflict could be numerous but it results in massive levels of destruction to people physically, psychologically, culturally and economically. It affects the social fabric of society drastically. Households are left without breadwinners, the livelihood of individuals is threatened, people are forced to leave their homes, access to health facilities is disrupted and ultimately the human rights of individuals are not preserved (Hoeffler & Reynal-Querol, 2003, pp.3-4).

Armed conflict affects the population not only directly but it has indirect implications too and the burden of it remains in post conflict era as well. In-fact, indirect effects are as equal as the direct ones as the latter is limited to battle deaths whereas the former has deleterious effect on the growth and development of a country (Guha-Sapir & Van Panhuis, 2002, p.15). The aftermaths of conflict results into forced migration, injuries, permanent disabilities, long-term problems for refugees, destruction of infrastructure, outbreak of epidemics, disruption in vaccination programmes and ultimately affects the integrity of a nation (Farrell & Schmitt, 2012, pp.10-11). Out of the several consequences the major burden of conflict includes the wide range of non-fatal injuries which remains as the impressions of armed conflict even after the decades in a growing nation. According to World Health Organization (as cited in Murray, King, Lopez, Tomijiba, Krug, 2002, p.348) it is estimated that “0.70% of the global burden of disease in the year 2000 was due to conflict, including years of life lost and years of life lived with disability”. It has been corroborated by the report of Global Burden of Disease, 1990 (as cited in Murray, King, Lopez, Tomijiba, Krug, 2002, p.347) which illustrates that “non-fatal outcomes of disability resulted in 4.8 million disability adjusted life years

worldwide, about the same as fires and more than half that caused by road traffic injuries”.

### **Armed Conflict in Kashmir**

Over the past seven decades, Kashmir has remained a bilateral dispute between two neighboring nuclear powers; India and Pakistan where both the parties have tried to exceed their powers – leaving behind the hapless and impoverished population. In-fact, it is considered as one of the longest unresolved conflicts in the South Asia (Zia, 2019, p.5). While India and Pakistan have fought several wars on this part of the world so as to conquer it and take the control of its resources, it has been disrupted by several resolutions passed by one of the international organizations working for peace all over the world, the United Nations (UN) and by signing certain treaties including Shimla Accord which has been agreed by both the countries partially. Now looking back into the genesis of Kashmir dispute, it started right after the independence of India and birth of Pakistan in 1947. At that time several princely states got absorbed in both the new nations, however the then ruler of Kashmir Maharaja Hari Singh decided to be independent hoping that it might be permitted to remain independent without acceding to either of the nations. But the things turned upside down after the invasion of Pakistani tribesmen that compelled Maharaja to seek help from the then Viceroy of India, Lord Mountbatten which provided him military support, in return to which Maharaja signed, which is controversial in contemporary times as well, known as “letter of instrument of accession to India” on October 27, 1947 (Sehgal, 2011, p.188). Initially India agreed to conduct plebiscite, however later it changed its mind during 1950s (Lone, 2018. p.21). And the plebiscite was never held.

As a result of it, in 1950s and 1960s, political discontent with central government emerged which tried to control politics in the

state. Finally, in 1964 the first pro-independence and militant group Jammu Kashmir Liberation Front (JKLF) emerged to fight for the independence. It therefore, resulted into beginning of militant movement in 1989, fighting for self-determination against the Indian armed forces that has transformed into battle now, involving the hundreds of different militant groups, besides killing, maiming and abuse of human rights blatantly in Kashmir (Qayoom, 2014).

Meanwhile, the armed conflict which has been going in Kashmir over the last three decades has now turned into everyday massacre with more than 70,000 people who have lost their lives, and the number of enforced disappearances according to the findings of Jammu Kashmir Coalition of Civil Society (JKCCS) is nearly 8,000. Similarly, continuous strife and use of live ammunition have rendered hundreds of people either partially or fully blinded with severe casualties among others, thus leaving behind a huge proportion of population that have sustained life-long impairment, resulting into two lakh population of disables as per Handicapped Association of Kashmir (as cited in Sidiq, 2015). It is pertinent to mention here that among the several years of insurgency, Kashmir witnessed some noted civilian uprisings in 2008, 2010 and 2016. As far as the year of 2008 is concerned, it witnessed the noted uprising involving 671 total killings followed by 2010 civil uprising which too witnessed bloodshed in the form of 470 killings out of which 167 were civilians, 201 were militants and 102 were armed forces respectively (Association of Parents of Disappeared Persons and Jammu Kashmir Coalition of Civil Society, 2018). Similarly, the year of 2016 remained as one of the deadliest involving massive pellet gun injuries and often reported as “Epidemic of dead eyes” according to Barry, 2016 (as cited in Zia, 2019, p.3). According to Jammu Kashmir Coalition of Civil Society the total number of killings in 2016 were 383, out of which 145 were civilians and over 15000 persons received grave

to minor injuries that included blinding, maiming, bone fractures of civilian in state forces action (Jammu Kashmir Coalition of Civil Society,2016). Among injured, the majority of them received pellet injuries in their eyes ensuing them completely blind and thus creating a significant population of disabled.

Similarly,the year of 2018, like previous years, also witnessed many counter-insurgency operations led by armed forces resulting into the death of 267 militants and 159 armed forces. The same year witnessed the killing of 160 civilians also amounting to total 586 killings (Association of Parents of Disappeared Persons and Jammu Kashmir Coalition of Civil Society, 2018). Thus, the figures are giving a serious picture of the unresolved conflict and therefore the violations are on a continuous go. Besides, the gross human rights violation like extrajudicial killings, torture, rape, custodial killings, enforced disappearances are normal phenomenon prevailing in Kashmir since lastseveral yearswhich have been carried out by 700,000 Indian armed forces that have been deputed by the Government of India (GoI) in Jammu and Kashmir. This is an incredibly high concentration of forces for an area having population not more than 12 million. Hence deputation of such huge troop of forces has made Kashmir as one of the most densely militarized places on earth with aspersions often been casted on the freeness and fairness of elections conducted under such heavy military presence (Sehgal, 2011,p.188). Thus, despite much upsurges between military forces and the rebellion groups, it has always been Kashmiri people who have faced the brunt of this conflict, waiting for long-lasting solution to the dispute of Kashmir.

### **Disability**

As the societies are growing, the nature and forms of armed violence are also altering – leaving behind the hapless human population. The use of nuclear weapons, artillery machines,

explosives, landmines and other rampant forms of weapons have transformed the composition of modern civil wars from the earlier centuries: the shift in impact from combatants to civilians (Hoeffler & Reynal-Querol, 2003,p.7). Thus, according to World Health Organization (WHO), people suffer during as well as after the conflict, however millions of them sustain severe injuries resulting into life-long disabilities and mental health problems ( as cited in Buchanan,2011,p.52). Although the term ‘disability’ has been defined and used in several conventions and organizations but according to WHO (as cited in Krishna, Dutt and Rao, 2015, p.5); “disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. While being a person with disabilities is not a new phenomenon as there is a huge proportion of population worldwide that lives with disability but the difference lies in the nature of disability whether it has been the congenital or acquired during the life time. According to WHO and World Bank (2011) it is estimated that over a billion people (or 15% of the global population) have a disability (The World Bank, 2019). Similarly, according to Helander, the current total figure is around 276 million of whom 183 million are in developing nations and 93 million in developed countries and by 2025, this number is going to have elevation from 183 million to 435 and from 93 million to 138 million in developing and developed countries respectively. Therefore, based on these projections it will ultimately contribute to around 8.2 percent of the world’s total population by 2025 (as cited in Krishna, Dutt and Rao, 2015, p.9).

### **Disability in conflict zone – *Kashmir Scenario***

In all the situations of conflict or armed violence, a survivor is bound to experience both physical as well as psychological imbalances of different nature. Out of the several consequences,



disability due to armed violence, is one of the inevitable phenomenon, as the number of fatalities after the cessation of war is as high as people incurred during the war (Hoeffler & Reynal-Querol, 2003,p.4). In case of the conflict-ridden zones, particularly in Kashmir, disability is carrying with itself both physical impairment as well as mental trauma.Kashmir being a bilateral dispute between two nation-states have resulted into militarization and human rights violation which includes extrajudicial killings, rape and disappearances (Lone,2018,p.6).The huge militarization thus gradually snatched away the rights of the people living in Kashmir. And pertinently, Kashmir saw a birth of more disables through the ongoing conflict by the use of landmines, explosive devices and pellet shot-guns. It is of prime importance to mention here that there has been upsurge in the population of disables after the use of landmines and explosives near border areasand by pellet guns that are shot mostly above the waist on the protestors. It gets supported by the statement of Project Coordinator of Handicap International, according to whom, “landmines and IEDs have caused nearly 1076 deaths in J&K out of the total 3646 casualties that took place in the state till 2012” (Hassan, 2015).

#### **2016 civil uprising – *the year of dead eyes***

As already mentioned above, there have been several instances in Kashmir wherein a significant number of people have lost their lives and sustained permanent injuries. However, the number of injuries started occurring rapidly right after the introduction of, as stated by the Indian policy makers, non-lethal weapon known as ‘pellet guns’ in 2010 according to Singh,2016 (as cited in Zia, 2019,p.2) It has resulted into a range of violent forms of injuries that are used against violent mobs and demonstrations while controlling the ‘law and order’ situation in Kashmir according to the Government of India (GoI). However,during 2016 civil

uprising, protests emerged in all the districts of Kashmir valley, and to control over that, Indian armed forces resorted to firing tear-gas and PAVA shells, pellets and bullets on the protestors resulting into the mass deaths and injuries particularly eye injuries. As a result of it 'mass blindings' began to be associated with Kashmir (Zia, 2019, p.3).

Hence, according to Jammu Kashmir Coalition of Civil Society, the total number of killings was 383 which included 145 civilians, 138 militants and 100 state and central armed forces (Jammu Kashmir Coalition of Civil Society, 2016). The number of killings, however, has been estimated to more than ninety eight people, over eleven thousand injured and more than eight hundred injured in eyes or blinded by Indian troops (Zia, 2019). In addition to it, Amnesty International, 2017 (as cited in Zia, 2019) revealed that pellet shot-guns wounded more than 6000 persons including 782 eye injuries. It is relevant to mention here that the eye injuries included both partially as well as fully blinded individuals. In comparison to the civil uprising of 2010, the magnitude of injuries and killings was very high in 2016. This has been supported by the statement of one of the renowned eye specialists of Kashmir Valley, Dr. S. Khanday who explicated that "we got to see less mortality than 2010 as there were fewer cases of shell and bullet but the pellet injuries were at elevation" (personal communication, November 14, 2016). According to him, the age group that was mostly affected ranged between 10-25, without any gender distinction. Therefore, around 900 surgeries were conducted by doctors in order to recover the losing eyesight of local masses ("Dr. Natarajan at SMHS Hospital for pellet victims", 2016).

Thus, the subsequent events of civil uprising have affected the local masses at large magnitude, particularly creating a section of society which is forfeited of the perception of light. As a result of it, a significant population of pellet victims have been formed that

have been reduced to living dead; damaged, stigmatized and pushed towards darkness. They have been subjected to systematic form of human rights violation which has changed their status from 'able bodied' to 'specially abled individuals'. It has thus considerably changed their way of living and hence resulted into multifaceted issues and challenges to which they are the everyday survivors. Therefore, the purpose of the study was to understand the living patterns of pellet victims who have mostly got injuries above the waist line, specifically in facial region rendering them either partial or complete blind. And the certain research questions that were explored during the study were as follows:

How pellet injury affected the overall growth and development of survivor?

What was the impact of pellet injury on physical, social and emotional well-being of survivor?

What were the challenges faced by them in their day to day lives?

### **Research methodology**

In order to understand the implications of pellet caused disability among the affected group, we conducted fifteen interviews. The form of injuries among pellet victims being diverse, so the inclusion criteria for the study that was considered included; (a) a victim with pellet injury in facial region (b) who has completely or partially lost his vision (c) who voluntarily gave his consent to participate in the study. Survivors within the age group of 18-22 were included in the study. Since the study was sensitive in nature dealing with victims who have lost their vision due to pellets shot by state armed groups, it became initially difficult to locate them as they share numerous threats and vulnerabilities. However the social work background of researchers helped them in dealing with such situation. Thus, the participants were approached through certain acquaintances, working in some notable non-governmental organizations who had an experience of working

with such survivors. The resource person(s) therefore explicated the purpose of study to the participants and later depending upon the feasibility of the participants, both time and place of interview was scheduled by resource person(s). It is pertinent to mention here that out of all the participants that were contacted by resource person(s), few participants were reluctant to share their experiences. Thus, considering the expediency of participant, either face to face or telephonic interviews were conducted so as to gain trust as well as to build rapport with the participant.

In addition to it, the study was carried in both rural as well as in urban areas of district Srinagar. The aim and the purpose of study was explained to them and the interviews were conducted by obtaining prior oral consent from all the fifteen participants. Most of the interviews were tape-recorded by taking consent from the participants and was avoided in few cases where they were reluctant. Thus, maintaining the principle of acceptance, such interviews were only documented in written form. Besides, semi-structured interview schedule with observation method were used as tools for data collection. Both open ended and close ended questions were framed so as to develop comprehensive understanding of the phenomenon. Each interview lasted for 50-60 minutes. Interviews were later transcribed and emergent themes were generated so as to elucidate the numerous dimensions of being hit by pellet gun.

### **Data Analysis**

Primary data was collected by interviewing the pellet victims who have either partially or completely lost their vision during several uprisings. The names of the participants were kept unchanged in certain cases and changed in majority of cases depending upon the consent of the participants. Analysis of data was inductive in nature focused on generating emergent themes.

### **Emerging Themes**

The accounts of the pellet victims have been reproduced in the form of following themes which are discussed below:

### **1. Impact on physical functioning**

Acquired disability has a profound effect on the overall well-being of the survivors. In fact, it leads to myriad consequences which act as impediment to their growth and development. From physical disability to socio-economic impairment it affects the lives of survivors, their family members and other support groups. In fact, it has been estimated that at least four members of the immediate family get affected directly while meeting the needs and adapting to the situation of their disabled one (Krishna, Dutt and Rao, 2015, p.11). In this study the use of pellet guns have grievously affected the overall living patterns of pellet victims. Since most of the participants have either partially or completely lost their vision in one or both eye(s), it has turned their life upside down.

During the study it was also revealed that some of the participants were shot at multiple sites such as head, nose, chest, teeth and neck which has compounded the nature of complications in addition to partial or complete vision loss. As a result of it the participants were facing numerous problems which were affecting their daily routine. In most of the cases where the participants have lost their vision either partial or complete, they were not able to recognize their loved ones and had only assumption of light in the surrounding without the formation of image through their eye(s).

Farzan, aged 18, with 30% vision in his left eye and completely blind with right eye, faced tremendous difficulties after being hit by the pellets twice in the year. Adding to his woes his grandfather and father died which put serious brunt on his socio-emotional well-being. Narrating his ordeal, he said

After this incident my father died... I was not able to see him... even when the shroud was being pulled over his face... as I have got blind now...

He further added:

Whenever I wants to see myself, I usually takes favor from my friend... who click my picture... which I zoom and then tries to see myself with the help of lenses...(Farzan,18)

Since the participant was shot by pellets in the facial region 'twice' in the same year, it resulted into multifaceted forms of injuries particularly affecting his teeth and brain. While interviewing it was noticed that Farzan was stammering, with his front incisors being absent. When asked about the reason he responded:

I have lost it due to pellets ...as after regaining consciousness the first thing I noticed and felt bad... was about my teeth...My friends make fun of me... (he was telling this while being shy and smile on his face). (Farzan,18)

His smile was filled with agony that was reflected by his inability to walk and move around to unknown places without the support of his friends, thus hindering his physical functioning.

Impact of pellets on physical health of the victims have also been reported in the study conducted by Maqbool (2017) in which it was revealed that mostly pellets were fired above the waist line affecting nose, neck, chest and eyes, thus creating complications for the survivors. In majority of cases, eyes were injured which resulted into loss of vision and thus rendered them disabled.

## **2. Social Stigma and discrimination**

Stigma was another theme that was discussed by the participants. It was one of the important aspects that was affecting participants, not only socially, but emotionally as well. In fact, discrimination

in case of any marginalized group has deleterious impact on their psychosocial well-being (Kagan et.al,2004,p.3).

Zahid (name changed), aged 21, hailing from downtown area of Srinagar, got his left eye completely damaged in 2018. The tragedy resulted into numerous multifaceted issues particularly affecting his health and social well-being. He sees himself very fortunate for attaining strong support from his family due to which he is also continuing his studies, however; he believes that social environment is not supportive in Kashmir. He is of firm belief that people like him are not seen normally rather they are seen as differently as if they have committed any crime. Moreover, he doesn't play with his friends now as he was no longer called by his friends for same. He states:

We are looked as different creatures...we are seen as underprivileged and helpless people... and that makes our soul dead...

He further reported:

When we attend some social gatherings... people make a group and start gossiping about us... It hurts me...but it has to be kept within heart only... (Zahid,21)

Rashid, aged 19, while narrating his ordeal about the social discrimination revealed:

People blame...nobody says... why did the armed forces fired pellets...but I am blamed... why did I leave... It hurts ... (Rashid,19)

Thus, it is clear from author verbatim of the participants that they have been excluded and blamed for the situation, as a result of it they feel alienated and departed from the mainstream society. These findings have been testified by Thapa & Thaler (2012) in which it was revealed that persons who sustained disabilities due to armed violence in four different countries (Uganda, Columbia,

Pakistan and Haiti) were subjected to social discrimination and blamed for their disability which leads to their social exclusion. They were highly marginalized, considered as social burden and not as persons with abilities and aspirations. Similar findings have been reported by Businge (2016) in which it was stated that people with disabilities in Uganda were stigmatized which lead to their rejection in communities. They were physically abused, disowned and were subjected to live in dehumanized conditions. They became invisible in the provision of services due to negative attitude of people. As a result of it such families had to displace from one area to another and were abhorred and discriminated.

### **3. Poor mental health**

One of the most important themes that emerged during the study was the poor mental health of the participants. Pellet injury had not only affected the physical and social well-being of the participants but had put an indelible impression on their psychological health as well. In most of the cases participants were exposed to fear psychosis, post-traumatic stress disorder and other psychosomatic issues.

For Shabir (name changed), aged 21, with left eye completely damaged, this injury had taken a strong toll on his health as he experiences nightmares and involuntary recollections of the incident, ultimately rendering him fearful. Sometimes he observes negative emotions overpowering him but he tries to avoid it by sitting alone in his room in order to control his aggression and body agitation. It is imperative to mention here that sitting alone has become one of his coping mechanisms to face the aggression. He was also facing other issues such as adjustment disorder, sleep disturbance, hyper-vigilance and startle responses. He had also experienced self-harm temptations. He mentioned:

Initially I had a deep sleep... but after the incident, I feel sleeplessness...



He further stated:

Initially when I used to get ill, I never take medicine...I preferred to take traditional treatment, but now I panic a lot...(Shabir,21)

Irfan, aged 22, with only 30% of vision in his right eye, deals with post-traumatic stress disorder. It occurs frequently when he recalls himself being involved in the pre-traumatic activities such as attending school regularly, playing with friends and completing numerous tasks. He dealt with other issues also such as hypervigilance, startle responses, lack of positive emotions, feeling of detachment. According to him, he was not so aggressive initially, but now he gets irritated on small issues. He confided:

Disturbances do occur in my dreams... in the form of nightmares ... after that there happens sleep deprivation...

He further added:

The happiness it used to be before... is not the same now ...

Talking about the hypervigilance, he responded:

If somebody comes from outside, I suddenly stand up without any reason...to see who is there... (Irfan, 22)

Aslam (name changed), 21, with partial loss of vision in right eye and a scar on nose, also shared his tale in similar vein. When asked about the impact on psychological well-being he revealed that there have been flashbacks which were accompanied with sadness, mood swings along with the feelings to forget those events. He further mentioned about hypervigilant behavior, and lack of interest especially in outdoor sports. However, family support was highly revered which helped him in speedy recovery.

Farzan,18, with partial damage in left eye and complete loss of vision in right eye confided his ordeal that being hit by pellet injury affected his psyche badly. He disclosed that he experiences 'sadness' everyday as it has become a part of his life now. He further stated that lack of confidence, fear of getting injure again,

flashbacks, lack of interest in pre traumatic activities, dependency, inability to forget the event and loss of memory are some of the challenges which he mostly tackles. Besides, lack of positive emotions and concentration were also experienced. However, he did not blame himself for the same. He narrated:

I cannot forget this...it is the matter of eyes...when I have darkness to my eyes what would I do...

Blaming government agencies for his condition, he responded:

Why would I blame myself...it is their government like this...truly blind law...This pellet is meant for animals...but not for animals also...they are also speechless...it should not be used upon them as well...since it gives so much pain to human...what it will do to animal? (Farzan, 18)

Farzan while being adolescent lived jovial life, took active part in sports and co-curricular activities. But after the incident he has lost the zeal and charm from his life. He narrated:

I had a concentration in trekking, fishing, swimming...whenever I went to some place, I used to think that I will climb that mountain ...that tree ...I was able to play everything but now I can play only chess...When I was studying I used to make plans with my friends for trekking...outing but now I can't...

Farzan further revealed that after this incident he has developed sleep deprivation which is handled by offering prayers.

From the day I got pellet...I have not slept...then I offer prayer...Almighty might consider that he is doing time pass...then I start laughing... (Farzan, 18)

Maqbool (2017) in his study revealed that besides the physical disability the pellet victims have also sustained psychological damage which has been reflected by anxiety, palpitation, sleep deprivation, nightmares and hypervigilance. During study it was also ensued that the victims had developed aggressive behavior,

restricted themselves within indoors and lost concentration which was taking toll on their mental health badly. Similar findings have been reported by Buchanan (2011) wherein it was revealed that victims of gun-violence suffer from both social as well as psychological repercussions which is accompanied by loss of self-esteem, suicidal ideation, anxiety, involuntary recollections of event, isolation from social groups etc.

The study conducted by Amnesty International India (2017) also confirms the psychological plight of pellet victims in which it was reflected that many of them were facing psychological trauma and other associated complications such as nightmares, loss of memory, sleep disturbances, loss of temper which was creating obstacles in their life. Victims of armed violence sustain lasting impact on their psychological well-being was also confirmed by the study conducted by Thapa & Thaler (2012) in which it was discovered that majority of survivors with lasting injuries were dealing with negative emotions, trauma and stress. They were facing anxiety, depression and suicide was anticipated in some of the cases, while being exposed to new circumstances.

#### **4. Loss of Education**

Inability to attain education was another theme that emerged while interviewing the participants. Since education is both fundamental right as well as building blocks of progress, it was one of basic rights that was snatched by their prevailing health conditions and was becoming a hurdle while meeting higher ends.

Naveed, aged 20, with only left eye fully functional and partial loss of vision in right eye underwent four surgeries, hoping that there would be some restoration of vision. However, the whole journey of being the pellet victim and then looking for different treatment options put deleterious impact on his studies. He could not continue his studies first as a regular student. Later on, when

he opted for correspondence mode education, he could not compete. As a result, he became a drop-out student.

For Farzan, aged 18, with only right eye partially functional, lost the whole glory from his life. Being diligent student as well as active sports person, he finds it difficult to continue his studies. Although he tried his best to compete but due to inability to read and write he left his studies and turned to be breadwinner for his family. He stated:

I was studying till August ...then I was hit by pellet again...and then I got confusion during study... (Farzan,18)

Inception of disability impacts socio-economic status due to adverse effect on livelihood, education and other expenditures related to disability has been confirmed by World report on disability (n. d). It thus implies that education is one of the aspects that suffers serious setback in case of people with disabilities. Maqbool (2017) also confides that pellet victims are hindered from attaining education as a result of both physical as well as mental trauma. Although the enthusiasm lies within the hearts of victims but inability to read due to injury in eyes and the lack of concentration makes it difficult for them. Survivors of armed violence face marginalization resulting into barriers particularly while accessing basic opportunities, education, skill development have also been confirmed by Thapa & Thaler (2012).

From the above accounts, it vividly shares the thought of pellet survivors, being in the continuous state of trauma and subjected to various restrictions after getting disabled through pellet guns. They are not supposed to live their lives as someone born with disability, but it is something which they acquire during their life and now are struggling between what they are and what they were.

## **Conclusion**

Armed conflict is one of the major concerns of modern times which is taking toll on human lives gravely. It has resulted into killings, injuries, gross human rights violations and destruction of infrastructures, thus affecting each section of society indiscriminately. Among the myriad consequences there is one of the growing issues and that is the emergence of people with disabilities particularly in conflict-ridden zones (Murray, King, Lopez, Tomijiba, Krug, 2002, p.348) The reasons of impairment and hence disability could be either intentional or unintentional by combat forces, but it is this particular section which survives the aftermath of the strife. In the context of Jammu and Kashmir state, the insurgency since 1989, have put several indelible marks on its people which has changed the history from victimhood to survivor hood. People have lost their vital body parts due to use of artillery weapons in the form of bullets, pellets, landmine explosions, explosive remnants of war (ERW), PAVA shells, live ammunition etc. As a result of it, the state of Jammu and Kashmir has maximum number of people with disabilities as compared to other states (Hassan,2015). Since trauma is an unavoidable condition in conflict ridden societies, so is the case with the disabled people in Kashmir. Disability not only results into physical impairment, but has equally affected their mental health as well. As a result of it, these victims are suffering from several psychological issues such as depression, anxiety, Post-Traumatic Stress Disorder (PTSD) etc. In fact, according to study conducted by Department of Psychiatry, Government Medical College, Srinagar, 85% of patients have developed several psychiatric disorders. Depression was most common followed by adjustment and Post-Traumatic Stress Disorder (PTSD).

Thus, the present study was designed in order to understand the impact of acquired disability through the use of pellet shotguns on

affected individuals. The use of pellet guns by armed forces has created a significant population of pellet victims that have rendered them either partial or complete blind. Since pellets have been considered as non-lethal weapons by government agencies yet it proved disastrous for the affected lot. In fact, it resulted into ripple effect affecting each and every aspect of the victim; critically distressing their physical, social, emotional and behavioral well-being. Hence, through the reflection of certain research articles, reports and by conducting few case studies, the researchers came to know about the several challenges that the survivors were dealing in their present lives. One of the visible effects of pellet injury is the physical harm that has incurred partial and complete blindness along with array of complications, depending upon the nature and form of injury. Disability thus occurred has affected not only physical functioning of the survivors but has equally affected their social functioning. Their mobility has been restricted and equally placed on the mercy of others. They find themselves incapable which hinders their growth and development.

Another major impact of acquired disability that has been alluded is the poor mental health, resulting into several psychological morbidities such as post-traumatic stress disorder, adjustment disorder which included stress, anxiety, sleep deprivation, flashbacks, nightmares, hypervigilance and startle responses. Aggression and irritable behavior were also overpowering them which they tried to cope either by getting detached or by adopting some religious coping methods. During study it was also revealed that change in living patterns, inability to perform pre-traumatic activities, stigmatization etc. have adversely worsened the mental structure of survivors, thus further deteriorating their mental health. The study also revealed that stigmatization was also faced by the survivors which is affecting the essence of being a normal person. They are looked down upon as different creatures which

results into social exclusion. Besides inability to compete in studies and hence resulting into dropout is yet another challenge that is faced by them in their daily lives.

Thus, our findings confirm that disability caused by armed violence has impacted the survivors on large magnitude. They are dealing with multidimensional issues that are affecting their growth and development. Hence it is the need of hour to devise certain strategies at community level so that they won't feel alienated and marginalized section of society.

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## **A Social Democratic Liberal Perspective on the Development of Education Policy (Reflections from the West)**

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\*

### **Abstract**

*Every developmental activity has a context, a historical background, enabling factors and political will. No policy develops in vacuum. It is pertinent to understand the economic situation of times in order to trace and contextualize the development of policies that were formed and the intentions of the governments behind formulation of such policies. The economic system is in a crisis for sure when unemployment soars high. Educational policies, with their many positive externalities, have also been developed in response to certain climates that were of urgent nature. This paper discusses the shift of thought related to employment situation from classical liberalism to social democratic liberalism, paving a way for the intervention of state authorities by assuming the role of welfare state and the consequent repercussions on the Education policy. The paper deliberates that such shifts and the proactiveness of government intervention is relevant in the present times of globalization, as well.*

### **1. Introduction**

In order to understand the evolution of the economic thought, it is important to start from the start. The Classical liberalism thought had the basic assumptions of liberalism. These were essentially the free market, *laissez faire*, and the minimal interference of state for maximization of self interests. The basis of classical liberalism was the classical economic theory (Name invented by Marx). This

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theory was pioneered by Ricardo, Mills, Marshal, Edgeworth and Pigou. One would question the name- Why classical? The answer is that this theory comprised of an established body of doctrine which forms the core of analytical material presented in the principles of economicstext books prior to 1947. This set of principles became so widely accepted over a period of time (more than a century) that it merits the adjective ‘classical’. The Classical economic theory was based on some major assumptions. One was of the natural tendency of the occurrence of an equilibrium situation. It was assumed that full employment of labour and other resources occurred. There may be lapses in full employment, which was thought to be an abnormal situation but the tendency is towards full employment until an equilibrium state is reached, which was considered to be the normal situation<sup>1</sup>. Any sort of disturbance in this equilibrium is attributed to the interference of government/private monopoly with the free play of market. Laissez faire thus was touted to be a policy that guaranteed normal full employment, and the absence of government control over private enterprise.

Thus, Laissez faire (French phrase meaning *leave us alone*) is at the heart of classical economics. Laissez faire propagates the view that government should interfere minimally in the economic affairs of a geographical space and leave the decisions to market forces. Assuming full employment, the classical theory explained the resource allocation in production and income distribution in terms of market forces called supply and demand. Acceptance of full employment as normal conditions of exchange economy were justified by Say’s law that *supply creates its own demand*. He considers savings as an investment, consumption and investment both are methods of spending. In such a situation, there was no

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<sup>1</sup>Pigou, A.C., (1941) *Equilibrium & Employment*. London: Macmillan and Co., Ltd. (pp. 78)

scope for involuntary unemployment. According to this view, the role of government should be confined to maintenance of law and order, provision of health and sanitation services and the execution of tasks that would not be undertaken by private business firms. We will see through later contents of this paper that education itself was identified to be an instrument to ensure maintenance of law and order.

## **2. Critique of Classical Liberalism**

Though this theory did not recognize any condition of involuntary unemployment, the facts of those times were not consistent with these propositions. A classic example is the 1932 depression of United States. There were approximately 1.5 crore unemployed workers and at the top of the business cycle in 1937, there remained more than 75 lacs of unemployed persons. Almost 30 lacs were frictionally unemployed and it hardly seemed plausible that the remaining lacs were voluntarily unemployed. A similar situation was true for the United Kingdom where the percentage of workers between the first and second world wars ranged upto 22%, which seldom fell below 10%. Accounting for the fact that 2-3% is considered normal frictional employment, it is no wonder that Keynes found this theory unsatisfactory and unaccountable for facts. This led to the development of what is called as the Keynesian economics.

## **3. Keynesian Welfare Economic Thought**

Keynes was dissatisfied with the unaccountability of the classical economics and propounded his version of what came to be known as welfare economics. The basic tenets of this thought started with the repudiation of any presumption of laissez faire. He propounded that there was no condition of equilibrium state and hence there was some level of unemployment at a given point of time. This theory determined the volume of employment at any given time and thus, came to be known as the *General theory of employment*,

*interest and money*. Keynes explicated this theory by introducing the concept of effective demand which is the point of intersection of the aggregate demand and aggregate supply schedules. Total employment depended on total effective demand and total income depended on the volume of employment. An important element was that Keynes recognized unemployment, voluntary as well as involuntary. Once the occurrence of unemployment was established, he advocated for the state intervention that necessary in the form of welfare measures to remedy the economic situation. Hence, the state assumed importance in the form of welfare interventions.

#### **4. Pioneers of the Welfare State and the Role of Education**

The increasing role of the state was recommended by certain intellectuals, prominent amongst them are discussed here. Thomas Green, one of the most influential liberal philosophers ever, established the first major foundations for what later became known as positive liberty. In a few years, his ideas became the official policy of the Liberal Party in Great Britain, precipitating the rise of social liberalism and the modern state. Green contributed by theorizing the demise of *laissez faire*, and advocating for state legislation in the education, employment, health and social issues had been steadily increasing. Green sought to provide a philosophical defense for the extension of the state role through his re-conceptualization of freedom. As opposed to the concept of 'negative liberty' where the state should do nothing but ensure that the any individual is not coerced by others, Green added that the state should also ensure 'positive liberty' which related to the development of personality. Apart from safeguarding the individual from external obstacles, the state should empower the individual to combat internal obstacles (emotional, cognitive, developmental). This level of

empowerment could be brought about by education and the state was supposed to act as a facilitator for the same. Green argued that government interference was necessary to ensure the true aims of liberty, and its central role should be providing the conditions for all people to realize their positive capacities through improved sanitation, education and so on. The government should be able to proactively own this responsibility to help people realize their capabilities.

L.T.Hobhouse was the most sophisticated intellectual exponent of the New Liberalism which emerged in Britain in the closing years of the nineteenth century. Hobhouse is most significant for his attempt to reformulate liberalism to recognize more adequately the claims of community, establish the centrality of basic welfare rights and legitimate an activist democratic state. Hobhouse began as a critique of 'individualism', but moved on to the claims of labour, entered into contact with a number of Fabians and began to call himself a 'collectivist'<sup>1</sup>. To be a collectivist didn't necessarily repudiate liberalism but it did imply rejection of the individualist bias of traditional liberalism. Hobhouse despised imperialism, was drawn to the ideas of Cobden (because his resistance to imperial aggrandizement remained pertinent) and therefore called himself a new liberal/liberal socialist. In this context, a recurrent theme of Hobhouse's writing became the need to reconcile what he describes as the two branches of democratic and humanitarian movement- **liberalism and socialism**. He argued that an entirely consistent liberalism would imply considerable dose of **social provision, social regulation and socialownership** while a reasonable workable socialism would attach permanent value to the liberal ideals of freedom and political democracy.

The central unifying concepts which Hobhouse invoked to articulate his vision of liberal theory were those of the organic

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<sup>1</sup> His first book, *The Labour Movement*, was a product of this period

view of society, and the harmonic understanding of the good and desirable. **Organic imaginary**<sup>1</sup> intended to counter the claims of individualism and extreme collectivism by establishing the subtle mutualism of the individual/social bond. Against those who endorsed the abstract notion of the individual and an atomistic conception of social constitution. Hobhouse argued that the mental and moral being in the modern individual was largely a social product. With respect to the ethical principle, Hobhouse argued that the organic conception of the relation between individual and society reconcile potentially conflicting appeals to the individual right on one hand, and the requirements of social welfare on the other. An individual right which conflicted with the permanent interests of society-was not a genuine moral right. The harmonic vision postulated that there is a possible ethical harmony which men might attain, through discipline and the general improvements in the conditions of life, and this attainment would be the social ideal. Hobhouse applied these principles to support greatly increased regulatory role of the state. He advocated measures like the introduction of old-age pensions and health insurance, taxation and maintaining a distinction between earned and unearned income closely followed the liberal legislative agenda. Hobhouse argued democracy to be the necessary basis for the liberal idea, because in the absence of democracy, the society suffered a permanent loss of people not jointly assuming responsibility or ordering the conditions of their common life. In other words, the process of collective self government is itself part of a good life. Hobhouse understood democracy to imply the common will, something that is possible when people take an interest in public affairs.

## 5. Education Policy in the Social democratic liberal period

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<sup>1</sup> British political argument in late-nineteenth century



In the preceding paragraphs, a lot of scope has been generated for the state to become an active player and intervene. Let us come back to Keynes again. The operationalization of the central idea of Keynes, that to ascertain '*what the state ought to take upon itself and what it ought to leave with as little interference as possible to individual exertion*', was the real issue. Intervention in the market, specially related to employment, social services and education, was increasingly designed to influence the quality as well as the quantity of its provision, because in this case the free market proved to be a poor guide to secure the best means of satisfying the real wishes of the customers. The utilitarianists argued that unfettered individual economic activity would in turn maximize social welfare, and the state should limit itself only to the production of such public goods as defense, enforcement of laws and education.

In this debate Keynes, advocated a form of macroeconomic fiscal policy whereby governments actively intervene in the economy to assist its regulation and assure the provision of public goods which the market did not provide adequately. The role of government thus was recognized to supply public goods and services, to regulate failures of the market and to arbitrate between competing social groups/classes. Education was an important focus of intervention. These were the times when the working class of London and adjoining areas lived in misery and squalor. Sanitation situation was so poor that cholera deaths claimed 200-400 deaths daily. The state thought that its intervention was utmost necessary and education was viewed as an instrument of reducing crime, provide basic necessary skills and to help secure social order. The Britain liberalism dominated from the Waterloo to the First World War. Welfare state developed around the twentieth century, after the First World War and the Great depression. Like the negative freedom from intervention espoused by the classicists, positive freedom (intervention) became the

philosophic justification for the dominant economic organization of the time. Most liberals accepted that the modern state with its managed corporate economy should be taking the charge of guaranteeing a minimum standard of living and **education for all**. In the twentieth century, Keynesian economy served as the official policy discourse for management of the economy<sup>1</sup>. The lessons learnt from the second world war were akin to that of the first and it was deemed essential that a post-war reconstruction on a more secure basis to free up credit and liberalize trade.

Prior, there were a handful of grammar schools for the children of the elite where they used to do poetry and studied refined arts and humanities. The schools for the children of labour class imparted vocational learning mainly. This used to be in vogue in order to further the interests of a particular section of society. The labour class were trained to continue to be labourers without scope for occupational mobility. Jean Anyon (1980) observes that the working class youth were being prepared for arbitrary and demeaning work and in contrast the children of the elite were learning to make rules and control the lives and labour of others. The maxim in Hindi cinema<sup>2</sup> “*Raja ka beta hi Raja banta hai*” (only the King’s son can be the heir to the throne, not a commoner) was ensured. However, after the industrial revolution and the emergence of the concepts of labor welfare, the state started to intervene in the provision of a minimum basic education to the children of these workers owing to their demands for social justice. Thus, started the concept of ‘collaborative schools’ where the children of both these classes used to attend for the pursuit of knowledge.

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<sup>1</sup> Keynes greatly drew from Bentham but differed from him on his rejection of *laissez faire*.

<sup>2</sup>The dialogue of a popular Indian hindi movie of 2019 called ‘Super 30’

## **6. Emergence of the British and European Welfare state and Commitment towards Education**

The process started after the stock market crash in 1929 rendering millions of people jobless. The contraction of credit led to a deflationary spiral that plunged the world into acute depression and led to a resurgence of protectionism and militarism which culminated in the second world war. Keynes came up with his theory of employment in 1936 and the Keynesian economics took Britain by stride. The role of the state was stressed upon. There was essentially an undercurrent of preserving capitalism, but the strategy was different. Increase in productivity was the basis of increasing profits but the laborers were offered a minimum living wage for a decent standard of life. The focus of the social system was shifted less towards socialism (over throwing the power of the proletariat) but more on negotiation and welfare. The amelioration of the conditions of labor in the form of a welfare state, for increased productivity became the historic accord between the labor and capital. In education too, the belief in access and equality of opportunity for all constituted part of the democratic belief in the state's provision of education.

New Zealand offered an exemplary case of Keynesian welfarism from 1930s to its dramatic collapse in the 1980s. Two decades before 1930s, New Zealand could be described as a classic example of the British nineteenth century laissez faire economic policies and actions. While supporting these interests, New Zealand gradually assumed a minimal role in the provision of welfare social security. The positive role of the state came to be accepted. A successful pattern of state intervention forged at both a theoretical and practical level a viable role of the state in civilizing rather than abolishing capitalism. The first Labour Party in 1936, restored cuts in wages and salaries and pensions were increased. Educational training programs were restarted. Central to

New Zealand's version of social democratic liberalism has been a strong political alliance to egalitarianism, a view of society in which all are equally eligible to compete for society's rewards, irrespective of their birth or social position. **Equality of educational opportunity** through schooling was considered the major avenue in an egalitarian society. However, the lessened returns on exports during the 1957-58 crisis coupled with the oil shocks of 1970s increased overseas borrowing and debts and Keynesian solutions seemed to be no longer working. In 1984, a newly elected Labour government commenced a systematic dismantling of the New Zealand welfare state under the banner of neo-liberalism.

## 7. Discussion and Summary

*Liberalism* is the product of a climate of opinion and social environment that emerged with the renaissance and reformation. As an ideology born of a specific sociological and economic environment with a particular historical period, it is subject, like all ideologies to development, decline and death. Elements of its doctrine may survive its demise as an ideology, but as a dominant system of ideas it is necessarily subject to change as a mode of thought<sup>1</sup>. Liberalism did not die. It survived in the form of social democratic liberalism. Since the society is dynamic, the consequent transformation of the reigning doctrines become inevitable. Infact it is cyclical in nature. Either a particular doctrine is reigning and people are busy tracing its causes or the particular doctrine is not satisfactory and people are looking for alternate ways. The *ism* have been devised to explicate the position of the state's policies and thus keep changing with changing governments. It is the dissatisfaction, incompliance of theory with facts and the need to explicate better that *liberalism*

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<sup>1</sup> Hallowell, J.H. (1942). The decline of liberalism. *Chicago journals*, 52(3), 323-349.

survived into the *New Liberalism*, and its consequent change into *neo-liberalism*. What needs emphasis is that the periods of individualism are subject to a periodical subsuming and surfacing. Nothing can be said with certainty except the fact that in the current face of globalization, the effects of the any movement in the economy are more wide spread and pronounced than ever before. In all this, the problem of unemployment still exists and has assumed the form of layoffs, mergers and acquisitions and franchises. In the globalization phase, we have witnessed the effects of cyclical recession periods. The markets are becoming more open by the day, and more and more services have been brought under the banner of free trade/ privatization (including higher education). The governments are also committed toward welfare provisions and play their role accordingly, leading to subsequent policy measures like Educational policy and unemployment benefits thereby subsidizing leisure.

The economic upheaval in the west had ramifications in the places they controlled (their colonies/British common wealth). The administrative needs were such that it became necessary to impart a basic level of education/ training to the people who served them in these colonies. They were trained in basic numeracy, language, basic sciences and even etiquette. But this education was imparted to a certain lot of the people and not the masses. Many freedom thinkers were themselves products of western education. A reason could be that the climate in these places were conducive to critical thinking and dissent, things that were hitherto unheard of in the parent countries. After independence, the education campaign was launched rigorously and the need to develop such attributes in the masses was felt.

In all this, one can deduce the fact that the reigning educational policies in vogue now a days, with emphasis on universal access, increased pupil participation rates, inclusivity, equity and quality

assurances have had a long history that had its roots in the socio-economic scenario of those times. Education earlier that was a means of maintaining status quo in society and furthering the needs of the capitalist class, subsequently has assumed the role of rejuvenation, renaissance, meritocracy, and the development of critical thinkers. Educational access became a matter of right leading to landmark welfare provisions like the right to compulsory education till elementary grades. Ensuring access and inclusivity follow. Quality education is a focus now – for a major part of the world, and not only the West. And at the loop now, we again are facing the issues educated unemployment. The outcome of one problem, has now itself become a feeder for another. But can we afford to have the myopic view that education, with its myriad positive externalities, is becoming a problem for us? We surely cannot. Yet, we remain to continue to deal with the problems of quality and employability in education, which direct us to devise comprehensive educational policies addressing these concerns.

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## **Towards a drug-abuse free society in J&K: Need for a multi-dimensional approach**

**Dr Geer Mohammad Ishaq<sup>1</sup>**

Drug dependence is not something that is incurable. It is a preventable and treatable disease, and effective prevention and treatment interventions are very much possible. Best results are achieved when a comprehensive multidisciplinary approach that includes diversified pharmacological and psychosocial interventions is adopted. Children and adolescents who suffer from neglect, abuse, household dysfunction, exposure to violence and instability are at particular risk of substance abuse. In Kashmir valley major causes of drug abuse have been linked to long standing conflict and frequent phases of unrest, large scale unemployment and illiteracy, stressful social life, educational and family stress, lack of sports amenities and entertainment avenues, easy availability of scheduled prescription products over-the-counter, select areas turning out to be hot pockets of illicit drug use, lack of effective enforcement mechanism and government control over substance abuse, mushroom growth of licensed drug stores and large scale corruption and growing immorality in the society.

Unfortunately in many societies drug dependence is still not recognized as a health problem and many people suffering from it are stigmatized and have no access to treatment and rehabilitation. The notion that drug dependence is a “self-acquired affliction”, has contributed to stigma and discrimination associated with drug dependence. However, scientific evidence indicates that the development of the disease

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is a result of a complex multi-factorial interaction between repeated exposure to drugs, and biological and environmental factors. Attempts to treat and prevent drug use through tough penal sanctions alone for drug users have failed because they do not take into account the neurological changes drug dependence has on motivation pathways in the brain<sup>1</sup>. Nevertheless stringent regulatory controls must go hand in hand with preventive and rehabilitation measures. Fine-tuning and strict enforcement of laws relating to narcotic drugs and psychotropic substances needs to be ensured to secure the society from the evils of drug abuse.

### **Major causative factors of drug abuse**

Drug dependence is not something that is incurable. It is a preventable and treatable disease, and effective prevention and treatment interventions are very much possible. Best results are achieved when a comprehensive multidisciplinary approach that includes diversified pharmacological and psychosocial interventions is adopted. Children and adolescents who suffer from neglect, abuse, household dysfunction, exposure to violence and instability are at particular risk of substance abuse<sup>2</sup>. In Kashmir valley major causes of drug abuse have been linked to long standing conflict and frequent phases of unrest, large scale unemployment and illiteracy, stressful social life, educational and family stress, lack of sports amenities and entertainment avenues, easy availability of scheduled prescription products over-the-counter, select areas turning out to be hot pockets of illicit drug use, lack of effective enforcement mechanism and government control over substance abuse, mushroom growth of licensed drug stores and large scale corruption and growing immorality in the society.

Based on the approach that drug abuse is a psycho-socio-medical problem that can be handled through community-based interventions, a multi-pronged strategy needs to be adopted to curb the menace that should simultaneously include measures towards prevention and control as well as towards treatment

and rehabilitation. Policies need to be formulated that simultaneously address supply and demand side of drug addiction control. Such measures lay emphasis upon creating awareness and educating people about ill effects of drug abuse, dealing with addicts compassionately through a programme of motivation, counselling, treatment, follow-up and social reintegration and by imparting drug abuse prevention and rehabilitation training to volunteers with a view to build up a strong cadre of drug abuse control operators. Educating students, faculty and staff about the risks of drug abuse should be the foundation of all prevention efforts and this should include an enhanced interaction with the parents too<sup>3</sup>.

#### **Family and teachers' support**

Supportive families are essential to raising socially, mentally and physically healthy and well-adjusted children and preventing later adolescent problems. Factors such as a lack of security, trust and warmth in parent-child relationships, a lack of structure in family life and inappropriate discipline practices and insufficient limit-setting can render children at greater risk of problematic behaviours and subsequent substance abuse and mental health disorders<sup>4</sup>. Therefore family skills training programmes have been found to be effective in preventing many of these risky behaviours, including substance abuse. There is need to adopt innovative approaches to keep the drug threat at bay. Parents and other family members of the victims in particular have a very significant role to play in identifying potential abusers, developing a supportive and caring environment within the family, counseling and educating the abusers about the ill-effects of drug abuse, helping the abusers to return back to the normal life and get rid of the substances of abuse, in rehabilitating them and boosting their morale and confidence to start afresh as a normal human being free from all habits of drug abuse.

Other than parents young adults spend most of their time with their teachers thus making them as one of the important parties

in curbing this menace of drug abuse. Teachers can be of great help in detecting, identifying, counseling, hand-holding, supporting, encouraging, rehabilitating, remedying, mainstreaming and managing the drug abusers. Regular awareness and counseling programmes through outdoor camps, open air theatres, dramas, painting competitions, video displays, street plays etc need to be conducted by every school and college across the state against drug abuse in order to acquaint the students with the dangers and consequences of such addiction. Awareness about ill effects of drug abuse must be incorporated into the curriculum at all levels of education. Teachers too need to be acquainted well with the signs and symptoms of potential drug addiction.

#### **Measures to be taken by educational institutions**

Even CCTV cameras may be installed in vulnerable and addiction-prone educational institutions to monitor sale and abuse of drugs within and outside the premises. Each and every educational institute must have a full-time position available for a counselor who could either be a qualified psychiatrist or a trained clinical psychologist, who should be entrusted with the job of undertaking student counseling from department to department on regular, door-delivery basis and address their stress management or drug de-addiction needs. Every educational institution must have a nodal officer and a teachers' committee to prevent and control drug abuse in the campus and also to facilitate counseling sessions and awareness programmes. As a pre-condition of receiving funds or any other form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a programme to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

Govt. through its information and broadcasting wing must secure slots for drug awareness campaigns in the middle of most popular and widely viewed television programmes.

Popular television serials based on stories and scripts related to drug addiction and its consequences must also be relayed from local as well as national channels. Drug de-addiction centres must be established at all district headquarters with sufficient trained staff and bed strength besides a full-fledged drug de-addiction and rehabilitation centre at the divisional level. Each school and college must procure a drug-addiction detection kit that comes at an affordable price for regular detection of drug abusers. This will act as a strong deterrent too. Similar kits can be used by the police for truck drivers and drivers of public transport vehicles. A drug testing programme can be an effective way to discourage experimentation and stop drug use before it begins<sup>5</sup>. Regular health check up and screening camps must be held within college and university premises. Student surveys to receive complaints from the surrounding community must be encouraged and the importance of campus environments including physical, social, cultural and regulatory atmosphere in influencing student attitudes and actions needs to be taken into account.

### **Measures to be taken by the government**

State government needs to take several steps towards controlling the menace of drug addiction. Its approach has to be bi-pronged addressing supply side (that includes enforcement activities) as well as the demand side (that includes rehabilitation and de-addiction measures). On the analogy of National Policy on Narcotic Drugs and Psychotropic Substances formulated in January, 2012, it must come out with a comprehensive, focused and goal-oriented policy against drug addiction and chalk out a robust and time-bound action plan at division, district and block levels. Measures towards prevention and control of drug abuse within educational institutions must be incorporated into the new education policy of the government with sufficient budgetary allocations for executing such measures in a time bound manner. Drug de-addiction policy<sup>6</sup> recently announced by the J&K government must be implemented in letter and spirit. Further this policy must be

constantly monitored for its effectiveness and regularly revisited, reviewed and revised for making necessary amendments in the same with a view to make it a fool-proof, highly effective, focused, productive and goal-oriented policy.

An effective coordination and collaboration between various govt. agencies and multiple stake-holders needs to be fostered. A coordinated response of government and non-governmental organizations can be achieved through government funding support to voluntary organisations for setting up/maintenance of counselling and awareness centres, deaddiction-cum-rehabilitation centres, de-addiction camps and for preventive awareness programmes, workplace prevention programme and training of service providers. Drug sale licences must not be made free for all. Particularly licences to stock and sell schedule X drugs and psychotropic substances must be restricted to a few chosen chemists with an unblemished track record. Sale and purchase records of such drugs must be checked continuously and severe penalties must be imposed upon the defaulters. Drug control department needs to conduct regular market checks and ensure sale of prescription drugs only against the prescriptions of registered medical practitioners. OTC sale of prescription drugs must be stopped.

Government needs to strengthen its intelligence apparatus for improving collection, collation, analysis and dissemination of operational intelligence regarding illicit drugs. There must be a reward policy for giving information about drug trafficking or abuse. Inter-state cooperation and coordination in operational intelligence, investigations and legal assistance needs to be improved too. A nodal office of Narcotics Control Bureau must be established in Kashmir division too and in accordance with its guidelines local government has to constitute an anti-narcotics task force headed by an IG level police officer besides a multi-disciplinary coordination committee under the chairmanship of Chief Secretary level officer for regular interaction with central and state agencies. This will make J&K eligible to receive grant-in-aid from NCB for infrastructure

development in narcotics control<sup>7</sup>. Surveillance and enforcement at entry/import points and land borders of the region needs to be made more stringent and foolproof besides identification and eradication of illicit cultivation as well as wild growth of cannabis and opium poppy.

### **Social interventions**

Constitution of block and district level monitoring and vigilance committees with active participation of police, traffic police, medical health officers, school and college teachers, principals, religious preachers, housing societies, mohalla committees, drug control and excise officials can go a long way in not only creating awareness and preventing abuse but also in identifying magnitude of the problem in each locality and motivating the abusers towards the rehabilitation. Social engineering is also of crucial importance in preventing drug addiction. Perpetual sermons through religious preachers during weekly religious congregations, mass prayers and gatherings can have a durable impact in discouraging drug abuse. Prohibition of drugs abuse by all religions needs to be propagated and disseminated constantly to curb the menace. Religious beliefs have a strong influence upon individuals and therefore religious sermons by the respective heads can be highly effective in controlling the problem. Govt. action plan must begin with identification of vulnerable areas that are prone and sensitive to drug trafficking and illicit use and therefore require focused attention and strategic action. Vulnerable pockets need to taken up on priority for preaching by religious scholars and community outreach activities through social help groups, volunteers, NSS and NCC cadets.

### **Focusing more on the supply side**

Having discussed various aspects and directions of a multi-dimensional approach towards curbing the menace of drug abuse and evolving a drug-abuse free society in J&K, it needs to be mentioned that law enforcement is without any doubt the

most important and crucial aspect of the same. Unless supply of substances of abuse is not reduced to a very large extent, no amount of hard work on the demand front is going to bear much fruit. Police and excise departments of J&K need to tackle the supply and availability of all kind of substances of abuse on a war-footing basis and they need to clamp-down upon traffickers and suppliers with a heavy hand. There should be zero tolerance for any violation of the provisions of the Narcotic Drugs and Psychotropic Substances Act. Deterrent punishments and penalties need to be awarded by the courts to all the convicts of drug abuse. Narcotics and psychotropic substances should be treated just like illegal weapons owing to their disastrous health hazards. Overcoming the menace of drug abuse must be accorded same priority and preference as that of maintaining law and order in the region. Fear of law should send shivers down the spines of drug traffickers. Only when the region is cleared of all kinds of the substances of abuse on a sustained basis, can the demand side activities mentioned above prove to be useful in curbing this menace.

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## Women Entrepreneurship: An Economic role in Indian Society

Mohd Rafi Paray<sup>1</sup>

### Abstract

*Women Community are equally to men in population, but in this modern sophisticated world, she is treated as the subordinate to men. Though various efforts are being made to improve the status of women, women folk has not taken their maximum use and remain still backward. Women Entrepreneurship is measured as an important tool in eliminating poverty and unemployment. Women empowerment has become a slogan and may be achievable only by the creating employment opportunities for women. The need of the time is to stimulate and encourage them to set up their own enterprises. In past women playing a vital role in the administration of the family as well as in the society. But their occupation has not been suitably standard. Entrepreneurs are the people who have the skills and initiative necessary to take good new ideas to market and make the right decisions to make the idea profitable. The reward for the risks taken is the potential economic profits the entrepreneur could earn. In this paper, the present study has been an effort to create awareness and to understand meaning, rationale for diversification. And also discuss some major issues faced by Indian women entrepreneurs, success stories of Indian women entrepreneurs, factors influencing women entrepreneurship and steps taken by the government for upliftment of Indian women entrepreneurs.*

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**Keywords:** Women community, Subordinated, Women entrepreneurship, Rationale for diversification, issues of Women Entrepreneurship, factors influencing women entrepreneurship, upliftment of Indian wome.

### **Introduction**

#### **Concept and Meaning**

Entrepreneurship is an economic activity which is undertaken by an individual or group of individuals. Women entrepreneurship is the process where women organise all the factors of production, undertake risks, and provide employment to others. The definition of women entrepreneurship has never been differentiated on the basis of sex and hence could be extended to women entrepreneurs without any restrictions.

Entrepreneurship can be defined as the making of a “new combination” of already existing materials and forces; that entrepreneurship throws up as innovations, as opposed to inventions and that no one is entrepreneur for ever, only when he or she is actually doing the innovative activity .According to Medha Dubhashi Vinze, a woman entrepreneur is a person who is an enterprising individual with an eye for opportunities and an uncanny vision, commercial acumen, with tremendous perseverance and above all a person who is willing to take risks with the unknown because of the adventurous spirit she possesses.

In India, women’s participation in economic activity is common from time immemorial. The role of women has gone through several transitions. It took centuries for women’s roles to move in the present direction. There are some regions where women live in a barbarian era, chained and shackled to the social taboos, restrictions and lakshmanarekhasof others who frame a code of conduct. At the same time there are other regions where women fight for and win freedom and opportunity to play their roles in a new context with new occupations and a new way of life.

As regards the ancient industries of India, family was the unit of Production where women played an important role in the production process. Even in Mohenjodaro and Harappa culture, women shared a responsible position with men and helped in spinning and clay modelling and other simple arts and crafts. Women played a very pivotal role in creating household utility requirements and agricultural activities and weaving during the Vedic Period. In the traditional economy, they played vital roles in agriculture industry and services. They were the makers of intoxicant soma-juice, a skilful task. In the 18<sup>th</sup> century, women had a significant role in economy and a definite status in the social structure. Women's informal trading activities in the international distribution system have been well documented since early 1950s. Since 1970 systematic efforts have been made by the Government to promote self-employment among women. Women entrepreneurship in India became popular in the late 1970s and now more and more women are emerging as entrepreneurs in all kinds of economic activities.

### **Importance of Women Entrepreneurship**

Women perform an important role in building the real backbone of a Nation's economy. There is considerable entrepreneurial talent among women. Many women's domestic skills such as people and time management and household budgeting are directly transferable in the business context. Women have the ability to balance different tasks and priorities and tend to find satisfaction and success in and from building relationships with customers and employees, in having control of their own destiny, and in doing something that they consider worthwhile. They have the potential and the will to establish and manage enterprises of their own. These qualities and strengths of women are to be tapped for productive channels. But simultaneous creation and development of small business among women is a difficult task. According to

Brady Anderson J., “Even though women’s contributions to business are one of the major engines of global economic growth, too often, women do not have access to basic business education, commercial credit and marketing opportunities”. Maintenance of proper quantitative balance among various economic activities is one of the principal functions of the economic system, which should operate to give equal freedom of choice to men and women.

### **Review of Literature**

Bowen & Hirsch, (1986), compared & assessed various research studies done on entrepreneurship including women entrepreneurship. It summarizes various studies in this way that female entrepreneurs are relatively well educated in general but perhaps not in management skills, high in internal locus of control, more masculine, or instrumental than other women in their values likely to have had entrepreneurial fathers, relatively likely to have first born or only children, unlikely to start business in traditionally male dominated industries & experiencing a need of additional managerial training.

Cohon, Wadhwa & Mitchell, (2010), present a detailed exploration of men & women entrepreneur’s motivations, background and experiences. The study is based on the data collected from successful women entrepreneurs. Out of them 59% had founded two or more companies. The study identifies top five financial & psychological factors motivating women to become entrepreneurs. These are desire to build the wealth, the wish to capitalize own business ideas they had, the appeal of start-up culture, a long standing desire to own their own company and working with someone else did not appeal them. The challenges are more related with entrepreneurship rather than gender. However, the study concluded with the requirement of further investigation like why women are so much concerned about

protecting intellectual capital than their counterpart. Mentoring is very important to women, which provides encouragement & financial support of business partners, experiences & well developed professional network.

### **Objectives of the Study**

The main objectives of this study are:

1. To study the concept and advent of women entrepreneurship in India
2. To identify the development of women entrepreneurship in India
3. To list out the problems, faced by the women entrepreneurs in India.
4. To provide solutions to the various problems faced by the women entrepreneur group.

### **Research Methodology**

#### **Statement of Problem**

Entrepreneurship is something that should be taken up with passion and courage. It also requires some special skills like doing things in advance, in an innovative way and with lot of care and professionalism. The present study is focused on entrepreneurial barriers and success factors in utility services businesses in Indian metropolitan cities. It is specific and linked with the natural capacity of women and also not capital intensive. Most of the studies indicated that, in Service intensive businesses, women are highly successful due to their natural capacity to handle things in a soft way. There are studies on limited services like beauty care, health care diagnostics, Petty shops like tailoring etc. No comprehensive study is found covering ten common utility services run by women. Hence, the present study is selected to focus on a wide range of utility services engaged by women as an entrepreneurial venture and study comprehensive issues associated

with those and identifying success variables. Hence, it is further a value addition to the existing literature and gives broad understanding on entrepreneurial barriers and success factors in utility services business in Indian cities.

### **Scope of Study**

The study covers only the entrepreneurs operating in Indian Cities. All these entrepreneurial firms are owned and operated as sole proprietorship concerns. In utility services competition are emerging from corporate brands, but still, this business is dominated by reasons like cost economies and proximity to the residents. In addition, the trust factor is less on corporate entities with regard to personalized utility services. Word of mouth advertisements are better worked in utility services business rather than media advertisements. All these require a lot of specialized skill and passion to take up and do in a professional way. These services can have direct reflection from the customers.

### **Methodology**

The paper is prepared by explorative study in nature. The secondary sources data and information have been analyzed for preparing the paper extensively. The secondary information have been collected from different scholars" and researchers" published books, articles published in different journals, periodicals, conference paper, working paper, websites and reports prepared by EDI, Reports published by the NGOs and women associations and Department of Women and Child Development by the Government of Indian states. For the purpose of study, women entrepreneurs are met in person and explanations were given for the need for the study. On certain occasions, SHG groups were involved in such businesses, but could not be included in the study. The references were taken from women associations, banks, training centers, district revenue office, block development cell, and utility service providers associations. The equal distribution is

not ensured and location importance or priority is not given. The time, cost and proximity to the topic is considered while collecting the data. Modern utility cum health care services centres like Spa, ultra-modern saloons are exempted from the study. In a similar way franchisee pre-schools, nursery schools and day-care centers are exempted due to influence of brand and corporate image.

### **Research Design**

Researcher selected **Exploratory Study design** to collect the data. Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is that of formulating the problem for more precise investigation or of developing working hypothesis from an optional point of view. The major emphasis in such a studies is on the discovery of ideas and insights. As such the research design appropriate for such studies must be flexible enough to provide opportunity for considering different aspects of a problem under study which fact may necessitate changes in the research design for such studies are talked about

- a) *Survey of concerning literature*
- b) *Experience survey*
- c) *The analysis of insight stimulating examples*

a) **Survey of concerning literature:** It is method of formulating precisely hypothesis stated by earlier researchers may be reviewed and their usefulness is evaluated on further research. Researcher should make an attempt to apply concepts & theories developed in different research contexts to the area besides bibliography survey of studies.

b) **Experience survey:** Experience survey means to survey the people who have had practical experience with the problem to be studied. The object of such survey is to obtain insight into the relationship between variables & new ideas relating to research

problem. For such study to survey people who are competent and can contribute new ideas may carefully be selected as respondents to ensure representation of different type of experience. The respondents selected then may be interviewed by the investigator. Researcher must prepare an interview schedule for systematic questioning format. Thus experience survey may enable the researcher to define problem more concisely.

c) ***The analysis of insight stimulating examples:*** This method consists of intensive study of selected, existing records, it may so happen that for unstructured interview may take place. Attitude of investigator, the intensity of study and ability of the researcher to draw together diverse information into a unified interpretation are the main features.

#### **Concept and advent Women Entrepreneurship in India**

Government of India has defined women entrepreneurs based on women participation in equity and employment of a business enterprise. Accordingly, a woman run a enterprise is defined as “an enterprise owned and controlled by a women having a minimum financial interest of 51% of the capital and giving at least 51% of the employment generated in the enterprise to women”. Women entrepreneur constitute 10 % of the number of the number of entrepreneur in the country. This has been a significant growth in self-employment of women with women now starting new ventures at three times the rate of men. They constitute 50% of the population of our country with a lower literacy rate than men. This statistical fact indicates that for the economic growth of the nation, women should not be encouraged to make their share of economic contribution towards the country. One way of achieving is by making women come out and become entrepreneurs. In the traditional society, they were confined to the four walls, playing household roles, but in the modern society, they are coming out to participate in all sorts of activities. Women



enter entrepreneurship due to economic factors which pushed them to be on their own and urge them to do something independently. Women prefer to work from their own work residence, difficulty in getting suitable jobs and desire for social recognition motivate them towards self-employment. We see a lot of women professionals in engineering, medicine, law etc. They are also setting up hospitals, training centers, etc. “An enterprise owned and controlled by a women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated by the enterprise to women.” — Government of India “A woman entrepreneur can be defined as a confident, innovative and creative woman capable of achieving self-economic independence individually or in collaboration, generates employment opportunities for others through initiating, establishing and running the enterprise by keeping pace with her personal, family and social life.”

The Government of India has been declared year 2001 as women empowerment year. As there exist a need to strengthen and streamline the role of women in the development of various sectors. So that women dare to take risks and become successful entrepreneurs. Women across India are showing a concern to be economically independent. Women entrepreneurship and economic development go hand in hand. Though the entrepreneurial process is the one and the same for men and women, however in practice, many challenges are faced by women, which are of different dimensions and magnitudes, which prevent them from realizing their full potential as entrepreneurs. Nowadays with the growth of MSME, many women have embarked into entrepreneurship and running their enterprises successfully. With the relevant education, work experience, improved economic condition and financial opportunities more women are venturing into business.

**Role of women Entrepreneurship**

1. Exploration of the possibilities of starting a new enterprise.
2. Selecting proper and suitable site of work.
3. Providing leadership and supervision.
4. Undertake calculated risks and handle financial uncertainty.
5. Procure appropriate man,material,money and resources to run the enterprise.
6. Coordination of various activities within and outside the enterprise.
7. Introduction of innovations and adapting good practices from similar enterprises after due evaluation.
8. Providing leadership and supervision.

**Development and Assistance to Women Entrepreneurship**

Entrepreneurship does not differentiate the sex. Certain additional facilities are offered to women entrepreneurs to motivate them and to bring them in the mainstream of Industrial development.

**Small Industrial Development Organisation (SIDO)**

The SIDO through a network of Small Industries Service Institutes throughout the country conduct the Entrepreneurial Development Programmes exclusively for women entrepreneurs. These programmes aim at developing entrepreneurial traits and qualities among women and enable them to identify entrepreneurial opportunities, acquire basic knowledge and skills on enterprise building and the procedures of taking up small scale industries.

**The National Small Industries Corporation Ltd.(NSIC)**

The NSIC, Which is a Government of India undertaking, has greatly been responsible for development of the SSI sector. The Hire Purchase scheme of NSIC provides preferential treatment to women entrepreneurs.

**The Industrial Development Bank of India(IDBI)**

IDBI has introduced special schemes for women entrepreneurs. Some of them are: *Mahila Udyam Nidhi (MUN) Scheme*: The IDBI has set up a special fund 'Mahila Udyam Nidhi' (MUN) with a corpus of Rs. 5 crores to provide seed capital assistance to new women entrepreneurs in the SSI sector. Women entrepreneurs with a minimum financial stake of 51 percent of the equity are eligible under the scheme. All new projects in the small scale sector set up by women entrepreneurs, preferably trained under an Entrepreneurship Development Programme, are eligible for assistance provided the cost of the project does not exceed Rs.10 lakhs. The operating institutions are the state Financial Corporations (SFCs) or State Industrial Development Corporations (SIDCs) who act as an agent of IDBI for sanction, disbursement and recovery of soft seed capital assistance. Under the scheme SFCs/SIDCs will sanction seed capital assistance simultaneously term loan assistance for the project after satisfying its viability and the need for seed capital assistance. The credit risk in respect of soft seed capital assistance is borne by IDBI Mahila Udyam Nidhi.

***IDBI scheme of Training and Extension Service for Women Entrepreneurs***: The programmes of training and extension services for women entrepreneurs are organized by IDBI through designated agencies independently and/or an association with other development agencies like Entrepreneurship Development Institute of India, Technical Consultancy Organisations(TCOs); Central/State Social Welfare Boards etc.

***Commercial Banks***

In tune with the national priorities, a number of commercial banks have evolved their own schemes of financial assistance to women entrepreneurs. Mention may be made of the 'Stree Shakti Package Scheme' of the State Bank of India which aims at providing a

package of assistance to women entrepreneurs. The consultancy wing of the state bank of India gives guidance on project identification and project viability. Training of entrepreneurs including women is being imparted by the bank at different locations whom assistance for finance is provided.

The programme of financial assistance includes a wide spectrum. Apart from setting up industrial units, a host of activities are included in the programme of assistance such as repair and servicing, photocopying, dry cleaning, retail trade, business enterprises, dairying, poultry farming, tailoring and embroidery etc. The women entrepreneurs will do well to contact the nearest commercial banks to know different schemes and to take advantage of their programmes of assistance.

### **Problems and constraints faced by Women Entrepreneurship**

In India women entrepreneurship is facing so many problems. The major ones are:

**1. Family relations:** Women in India are very passionately attached to their families. They are supposed to attend to all the domestic work, to look after the children and other members of the family. They are over burden with family responsibilities like extra attention to husband, children and in laws which take away a lots of their time and energy. In such situation, it will be very difficult to concentrate and run the enterprise successfully.

**2. Male dominated society:** Even though our constitution speaks of equality between sexes, male dogmatism is still the order of the day. Women are treated unequal to men. Their entry to business requires the approval of the head of the family. Entrepreneurship has traditionally been seen as a male preserve. All these puts a break in the growth of women entrepreneurs.

**3. Lack of education:** Women in India are lagging far behind in the field of education. Most of the women (around sixty per cent of total women) are illiterate. Those who are educated are

provided either less or inadequate education than their male counterpart partly due to early marriage, partly due to son's higher education and partly due to poverty. Due to lack of proper education, women entrepreneurs remain in dark about the development of new technology, new methods of production, marketing and other governmental support which will encourage them to flourish.

**4. Social obstacles:** The traditions and customs prevailed in Indian societies towards women sometimes stand as an obstacle before them to grow and prosper. Castes and religions dominate with one another and hinders women entrepreneurs too. In rural areas, they face more social barriers. They are always seen with suspicious eyes.

**5. Problem of finance:** Women entrepreneurs suffer a lot in raising and meeting the financial needs of the business, Bankers, creditors and financial institutes are not coming forward to provide financial assistance to women borrowers on the ground of their less credit worthiness and more chances of business failure. They also face financial problem due to blockage of funds in raw materials, work-in-progress finished goods and non-receipt of payment from customers in time.

**6. High cost of production:** Women Entrepreneur In India Several factors including inefficient management contribute to the high cost of production which stands as a stumbling block before women entrepreneurs. Women entrepreneurs face technology obsolescence due to no adoption or slow adoption to changing technology which is a major factor of high cost of production.

**7. Low risk-bearing capacity:** Women in India are by nature weak, shy and mild. They cannot bear the amount risk which is essential for running an enterprise. Lack of education, training and financial support from outsiders also reduce their ability to bear the risk involved in an enterprises.

**8. Limited mobility:** Women mobility in India is highly limited and has become a problem due to traditional values and inability to drive vehicles. Moving alone and asking for a room to stay out in the night for business purposes are still looked upon with suspicious eyes. Sometimes, younger women feel uncomfortable in dealing with men who show extra interest in them than work related aspects.

**9. Lack of entrepreneurial aptitude:** Lack of entrepreneurial aptitude is a matter of concern for women entrepreneurs. They have no entrepreneurial bent of mind. Even after attending various training programmes on entrepreneurship women entrepreneurs fail to tide over the risks and troubles that may come up in an organisational working.

**12. Limited managerial ability:** Management has become a specialised job which only efficient managers perform. Women entrepreneurs are not efficient in managerial functions like planning, organising, controlling, coordinating, staffing, directing, motivating etc. of an enterprise. Therefore, less and limited managerial ability of women has become a problem for them to run the enterprise successfully.

### **Steps taken by the Indian Government**

The Government of India has also formulated various training and development cum employment generations programs for the women to start their ventures. These programmes are as follows:

**1. Steps taken in Seventh Five-Year Plan:** In the seventh five-year plan, a special chapter on the “Integration of women in development” was introduced by Government with following suggestion:

A) Specific target group: It was suggested to treat women as a specific target groups in all major development programs of the country.

B) Arranging training facilities: It is also suggested in the chapter to devise and diversify vocational training facilities for women to suit their changing needs and skills.

C) Developing new equipments: Efforts should be made to increase their efficiency and productivity through appropriate technologies, equipments and practices.

D) Marketing assistance: It was suggested to provide the required assistance for marketing the products produced by women entrepreneurs.

**2. Steps taken by Government during Eight Five-Year Plan:** The Government of India devised special programs to increase employment and income-generating activities for women in rural areas. The following plans are launched during the Eight-Five Year Plan:

A) Prime Minister Rojgar Yojana and EDPs were introduced to develop entrepreneurial qualities among rural women.

B) Women in agriculture" scheme was introduced to train women farmers having small and marginal holdings in agriculture and allied activities.

C) Several other schemes like integrated Rural Development Programs (IRDP), Training of Rural youth for Self-employment (TRYSEM) etc. were started to alleviate poverty. 30-40% reservation is provided to women under these schemes.

**3. Steps taken by Government during Ninth Five-Year Plan:** Economic development and growth is not achieved fully without the development of women entrepreneurs. The Government of India has introduced the following schemes for promoting women entrepreneurship because the future of small scale industries depends upon the women-entrepreneurs:

(a) Trade Related Entrepreneurship Assistance and Development (TREAD) scheme was launched by Ministry of Small Industries to

develop women entrepreneurs in rural, semi-urban and urban areas by developing entrepreneurial qualities.

(b) Women Component Plan, a special strategy adopted by Government to provide assistance to women entrepreneurs.

(c) Swarna Jayanti Gram Swarozgar Yojana and Swarna Jayanti Sakshari Rozgar Yojana were introduced by government to provide reservations for women and encouraging them to start their ventures.

(d) New schemes named Women Development Corporations were introduced by government to help women entrepreneurs in arranging credit and marketing facilities.

**4. Training programmes:** The following training schemes especially for the self-employment of women are introduced by government:

- (i) Support for Training and Employment Programme of Women (STEP).
- (ii) Development of Women and Children in Rural Areas (DWCRA).
- (iii) Small Industry Service Institutes (SISIs)
- (iv) State Financial Corporations
- (v) National Small Industries Corporations
- (vi) District Industrial Centres(DICs)

**5. Mahila Vikas Nidhi:** SIDBI has developed this fund for the entrepreneurial development of women especially in rural areas. Under Mahila Vikas Nidhi grants loan to women are given to start their venture in the field like spinning, weaving, knitting, embroidery products, block printing, handlooms handicrafts, bamboo products etc.

**7. Rashtriya Mahila Kosh:** In 1993, Rashtriya Mahila Kosh was set up to grant micro credit to poor women at reasonable rates of interest with very low transaction costs and simple procedures.



**Findings and conclusion**

Today, it can be said that we are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate, efforts are being taken at the economy as well as global level to enhance woman's involvement in the enterprise sector. This is mainly because of attitude change, diverted conservative mind-set of society to modern one, daring and risk-taking abilities of women, support and cooperation by society members, and relaxations in government policies, granting various up-liftment schemes to women entrepreneurs etc. Thus, what else is required is to continue with the above changed trend, emphasizing on educating women strata of population, spreading awareness and consciousness amongst women to outshine in the enterprise field, making them realize their strengths, and important position in the society and the great contribution they can make for their industry as well as the entire economy. For this many NGO's should also come forward to extend their support services in the form of pooling financial resources for helping them and spreading education amongst various category of people of the society to encourage woman's in their families to represent themselves in the entrepreneurship sector and earn a good name, reputation, financial status, and goodwill in the field of industry, trade and commerce. If every citizen works with such an attitude towards respecting the important position occupied by women in society and understanding their vital role in the modern business field too, then very soon we can pre-estimate our chances of out beating our own conservative and rigid thought process which is the biggest barrier in our country's development process. We can promise ourselves and make a sincere commitment of contributing to the field of women entrepreneurship at individual level which un-doubted bring drastic positive change in growth and development of women entrepreneurship at country and even at a global level.

Government takes various steps for the upliftment of women entrepreneurs in 7th five year plan, 8th five year plan and in 9th five year plan. Women have the potential the potential and determination to setup, uphold and supervise their own enterprise in a very systematic manner, appropriate support and encouragement from the society, family, government can make these women entrepreneur a part of mainstream of national economy and they can contribute to the economy progress of India.

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