

# THE COMMUNICATIONS

## *Journal of Applied Research in Open and Distance Education*

*The Communications* – is an annual publication of the Directorate of Distance Education, University of Kashmir. The journal seeks to bridge and integrate the intellectual, methodological and substantive diversity of educational scholarship and encourage a vigorous dialogue between educational scholars and practitioners. The journal seeks to foster multidisciplinary research and collaboration among policy makers, professionals, teacher educators, research scholars and teachers. The journal also intends to exert its efforts in capacity building for the future of learning and teaching among the new researchers across the broadcast range of research activities internationally. The directorate seeks to offer spaces for more critical thinking and reflection grounded in rigorous scholarship as to ways in which higher education might go on being further reshaped in the future.

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## *From Chief Editors Desk*



It gives me immense pleasure to inform that the Directorate of Distance Education (DDE) is bringing out another issue of its annual journal “*The Communications*” devoted to best healthy practices in Open and Distance Learning.

Being a multidisciplinary journal the present volume of “*The Communications*” is enriched with content which is diversified and bears an implication on contemporary social issues and challenges. This is in synchronization with the NEP 2020 objectives which visualizes Education from a multidisciplinary prism. Some inside reflections in the present volume include information Technology and Distance Learning, Concept Mapping & Reflective Learning in Education, issues pertaining to different Tribes & Castes; Crime Victims and Literary works. I am hopeful that the research papers contained in the present issue might be of great help to the readers and the reflective content will focus on restructuring the Education as envisaged by NEP 2020.

I am thankful to the editorial team and contributors for bring out another reflective issue of “*The Communications*” and also hope they will continue to contribute with insightful articles for future editions.

I wish them all *Best of Luck* for their future academic endeavours.



**Prof. Tariq Ahmad Chishti**  
**Dean ODL &**  
**Director - DDE**

## *Editorial*

Greetings!

The Communications; An Annual Multidisciplinary Journal, published by Directorate of Distance Education, University of Kashmir possesses a historical legacy in terms of its continuity & it gives me immense feeling in declaring that Director, DDE, University of Kashmir is publishing another issue of its journal, with a continuous standing of six decades.

This volume of journal is very rich in terms of its content contribution by the learned authors. Being multidisciplinary journal this volume of our journal is prosperous in terms of its varieties and content. Some inside reflections in this volume include; Information Technology and Distance learning, Concept Mapping Instructions & Reflective learning in education, issues related to scheduled tribes, schedule casts, crime victims, literary works etc. I hope the research papers contained in this volume may be of great help to our readers.

It is my proud privilege to thank our learned authors for contributing their papers for the journal.

Please feel free to make suggestions/comments/ opinions/ regarding this journal at: [communications@ddeku.edu.in](mailto:communications@ddeku.edu.in)

I wish all of you a very happy reading & learning\_\_\_ Thank you



*Editor*

# Concept Mapping Instructions in relation to Reflective Thinking on the basis of Government and Private Schools at Secondary Level

Pushpendra Yadav\*

## Abstract

In Last few decades, a lot of changes have been done in the field of School Education System India. Especially in the transition of knowledge in the active learning classroom new pedagogies, approaches, educational techniques, instruction materials have been discovered. And all these things significantly catalyze the teaching learning process in the active classroom. Nowadays we shift our teaching strategy from Conventional Teaching Approach or Teacher Centered (Content Oriented) Approach to Child Centered teaching approach or Learning Centered Approach. And Many Policy and documents Like NPE-1986, NCF-2000, NCF-2005, Learning Outcomes for Secondary Level 2019 and NEP-2020 advocates to provide such type of learning in Classroom in which learner actively engage in teaching learning process and make their own meaning of concept by participation, collaboration and which leads the learner to learn meaningfully. Concept Map is also a similar kind of tool which fosters learning through active participation and involvement. Concept Mapping is a graphical organizing technique and it also works as a reflective tool for students as well as teachers and teacher educators. If we critically examine the present scenario of the school education system in India then we found learning outcomes are a big concern for any classroom. In this research paper researcher investigated the relationship of concept mapping and reflective thinking and also analyzed on the basis of type of institutions (government and private) how much the relationship shifted in which direction? For fulfillment of this purpose researcher selected three schools (one government and two private) from Ajmer city and selection was done through the sample purposive sampling. Researcher selected 48 boys' students and 28 girls' students and the total sample was 76 students. Researcher used descriptive statistics and inferential statistics for analyzing the data. In inferential statistics researcher used Pearson's bivariate correlation. Findings of this research paper highlight that there is minimal difference in the relationship of concept mapping and reflective thinking on the basis of type of institutions and this difference indicates towards other factors.

**Key Words:** *Concept Mapping, Reflective Thinking, private and government, NEP-2020, NCF-2000*

## Introduction

*'More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given'*

- *Bertrand Russell*

At secondary level generally teachers or instructors use conventional teaching methods (Teacher Centered Method or Content Focused Method) in which students learn through

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memorization and recitation techniques thereby not developing their critical thinking problem solving skills (Sunel et al 1994). On the other hand Modern or Constructivist approach of learning quite famous these days but in real scenario due to lack of training of constructivist approach instructors are unable to implement this approach in the classrooms they are still rely on mostly lecture cum demonstration method of teaching which is less effective way of learning for the students. For obtaining desirable outcomes in the classroom it is very essential that while students are learning new concepts they must reflect on ideas which help the student to develop their understanding in a meaningful, logical and purposeful way. NCTM (National Council of Teachers of Mathematics) 1989, 1991, and 1995 advocates such types of learning in which learners make meaningful connections between previous knowledge and new knowledge. In this regard NCF (2005) and learning outcomes document for secondary level (2019) also proposed the same kind of suggestions for pedagogy, classroom instructions and curriculum in which students actively participate in the knowledge transition process and make connections easily.

In this regard, Concept Mapping based teaching strategy is very helpful for learners in active participation and Collaboration in the classroom (Baroody, A., & Bartels, B. 2001). Concept mapping is a strategy intended to reinforce understanding of concepts and their relationships in a graphic, visual manner (Davies, M. 2011). This strategy is also metacognitive in nature because it provides ongoing reflection on the process as well as the relationships among concepts. It helps students to organize and represent their knowledge (Andreas Ryve. 2004). The use of propositional concept maps, "using two or more concepts connected using linking words or phrases to form a meaningful statement" (Novak, 2006), was developed out of a long-term research project to identify changes in children's understanding of science concepts. The researchers in this study created a means of representing children's knowledge in the form of a concept map.

### **Concept Map**

The concept map technique was firstly proposed by Joseph. D. Novak in 1972 during his research programme in Cornell University. Where he and his team follow and understand changes in student's behaviour. Novak (1990) said that concept maps are graphical tools for organizing and representing knowledge. It includes a few enclosed figures like circle and boxes which represent concepts or sub concepts and these boxes linked with linking lines and nodes and these linking lines and cross links represents the relationship among different concepts (Novak, 1990). Further includes concept maps were useful not only to represent the change in a child's understanding of the topic but also excellent tool for the

participating students to express their understanding about their courses. Novak, Joseph & Cañas, Alberto (2007) said that Concept mapping is a technique for visualizing the relationship between different concepts. When created appropriately and systematically, concept mapping is an influential way for students to touch high levels of cognitive performance. Novak, Joseph & Cañas, Alberto (2007) highlighted concept mapping tool is also an assessment tool we can estimate growth of learning with the help of this tool and it is very helpful for teacher educators. As students generate concept maps, they repeat ideas using their own words and help identify unfitting ideas and concepts; educators are able to see what students do not recognize, and it is helpful to understand the problem in students' learning.

### **Reflective Thinking**

The concept of reflective thought was firstly introduced by John Dewey in 1910 in his work designed for teachers named “How We Think”. Dewey’s most important thought was that learning improves to the degree that it arises out of the process of reflection (Dewey, J. 1933). After some time, on these thoughts known as Analytical Thinking or Critical Thinking and some more words ordinate like Problem Solving and Higher Level Thoughts. Reflective Thinking is a meaning-making procedure that leads to a deeper understanding that is an organized, laborious disciplined way of thinking (Dewey, J. 1933). Reflective thinking is important for success in changeable and multifaceted situations such as working with customers or clients.

### **Review of literature**

Tseng, S. (2015) Conducted a study on Concept-Mapping Tools and the Development of Students' Critical-Thinking Skills and explains in his research work developing students critical thinking skills recently received attention at all level of education in this article he used web based concept mapping tool- Popplet- and demonstrates for teaching critical thinking skills in classroom. Xie, Y., & Sharma, P. (2011) had work on Exploring evidence of reflective thinking in student artifacts of blogging-mapping tool: A design-based research approach in this research work researchers use concept map as blogging mapping tool in which they allow students to write blog posts and attach up to five keywords to each post and link the keywords on concept map. The aim of this study is to seek the pattern of reflection by using blog posts. Hsiu-Ying Wang, Iwen Huang, & Gwo-Jen Hwang (2016) conducted a study on Effects of a Question Prompt-based Concept Mapping Approach on Students' Learning Achievements, Attitudes and 5C Competences in Project-based Computer Course Activities in this research work

researcher use quasi experimental research design for the investigation and result shows experimental group perform better in comparison to control group. Tanya Chichekian & Bruce M. Shore (2013) had work on Concept Maps Provide a Window onto Pre-service Elementary Teachers' Knowledge in the Teaching and Learning of Mathematics in this research work researcher use collaborative concept-mapping exercise for pre-service teachers and result of this study shows concept maps identified those areas in which pre-service teachers held unsophisticated understanding of mathematics.

### **Need of the Study**

In India, there is a big difference in the quality of education in Government and Private Schools and after more than 70 years of independence this gap increases day by day gradually. National Achievement Survey (NAS) by NCERT 2017 and Annual Status of Education (ASER) 2017 & 2018 are two big independent bodies in India which review our school education system and publish their reports. And, Report shows, in India our government school education system need reform on various aspects. National Education Policy (NEP) 2020 also recommended that reforms in our school education system are very essential that's why they restructure our school education system. We can clearly see at present the overall performance of our Government schools as not good as Private Schools. We have few examples of government schools which perform really well and become a role model for our nation. We know there are several factors which affect teaching and learning like good infrastructure, good Leaders as well as teachers, teaching learning resources, toileting Facilities etc. but in last two decade all these facilities improve significantly in government schools U-DISE Managed by NIEPA provides all these data across nation school level to district level. Inside the schools, if Learning Outcomes in particular subject and class are not as per expectation then several factors may be responsible for that and one of the important factor in that scenario is teaching strategy adopted by teacher since NCTM (National Council Teacher of Mathematics) 2014, NCF-2005, Learning Outcome Document for Secondary Level 2019 and NEP-2020 advocate use of such type of pedagogy or teaching strategy in which learner actively participated in the classroom and understand and modify their concept by own. He is able to reflect over content whatever he teaches and learn in the classroom and connects our thoughts or ideas to outside the world in real life situations. Hay (2007, 2008) explained Concept Maps are a meta-cognitive tool which provides students clear space of thinking and reflection on our own ideas by these students may link their pre-existing knowledge framework to new knowledge with the help of meaningful relationship and further modify this relation as per their new understanding. According to

Novak (1998), and others, concept maps have the value of ‘making learning visible’ as the teacher can actually ‘see’ what ideas the student has about a particular topic and can evaluate students’ learning and acquisition of crucial concepts (threshold concepts in Meyer & Land’s language, 2006). So from a researcher point of view the study of **Concept Mapping Instructions in relation to Reflective Thinking on the basis of Government and Private Schools at Secondary Level** may disclose few new layers in the teaching learning process in schools.

### **Statement of the problem**

#### **Concept Mapping Instructions in relation to Reflective Thinking on the basis of Government and Private Schools at Secondary Level**

### **Delimitations of the Study**

The study is restricted to the area of district Ajmer, Rajasthan.

- The study is<sup>1</sup> delimited to the Grade IX students.
- In this study, English and Hindi medium schools affiliated to C.B.S.E. board of district Ajmer, Rajasthan have been included.
- The study excluded schools with other media of instruction like Urdu etc.
- The study excluded schools affiliated to other boards.
- In this study students from other primary and secondary classes have been excluded.

### **Aim of the Study**

The aim of the present study is to find out the relationship between concept mapping and reflective thinking and check out the difference in this relationship on the basis of type of institutions (government and private).

### **Definition of the operational terms**

While a variety of definitions of the following terms have been suggested, this study will use the definition related to the context of the study:

### **Concept**

Spitzer (1975) highlighted an idea about something that is formed mentally by combining its characteristics; it is generally derived through specific instances and usually formed from a number of simpler elements. Spitzer (1975) said that concepts could be considered the building blocks of knowledge or the basic unit of knowledge.

## **Concept map**

Novak, Joseph & Cañas, Alberto (2007) implicitly highlighted concept map is Visual graphic organizer designed to display concepts and the connections between them. Typically, concepts are displayed in the nodes or shapes, while relationships between them are shown with links, often titled with verbs (Novak, 1990).

## **Reflective Thinking**

Critical thinking and reflective thinking are frequently used synonymously. Halpern (1996) reflective thinking is the use of those cognitive skills or tactics that increase the probability of a needed outcome. Thinking that is purposeful, rational and goal directed - the kind of thinking involved in solving problems, framing inferences, calculating possibilities, and making conclusions when the thinker is using skills that are thoughtful and effective for the specific context and type of thinking assignment. Reflective thinking is sometimes called directed thinking because it focuses on a desired outcome.

## **Objective of the study**

- To study the relationship between concept mapping and reflective thinking in science of grade IX<sup>th</sup> students.
- To study the relationship between concept mapping and reflective thinking in science of grade IX<sup>th</sup> students on the basis of government and private schools.

## **Null Hypothesis**

**H<sub>01</sub>:** There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students.

**H<sub>02</sub>:** There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students of government school.

**H<sub>03</sub>:** There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students of private schools.

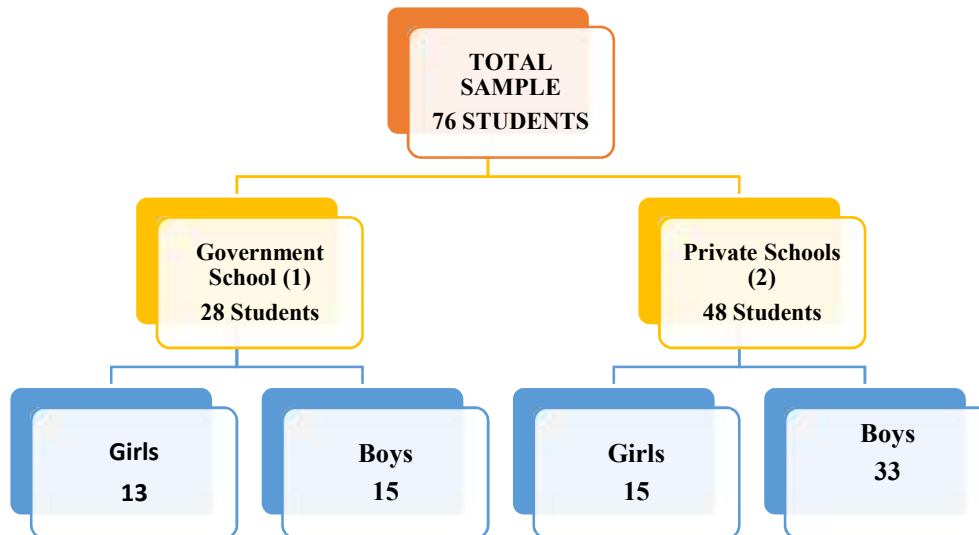
## **Methodology of the Study**

The present study is correlational study which comes under the survey research and it is a part of Quantitative Research Design. In the present study, researcher established a relationship between concept mapping and reflective thinking with the help of bivariate correlation methods and drew some conclusions on the basis of this method.

## Participants

For this study, the researcher has taken a sample of 76 students of class 9<sup>th</sup> from three schools of District Ajmer. During his study researcher take one government school and two private schools as per the availability of classes in those particular schools. Sample selected by the researcher through PURPOSIVE technique. Researcher had collected a sample of 28 students from Demonstration Multipurpose School Ajmer, 18 students from Bhagwan Mahavir Public School Makarwali road Ajmer and remaining 30 students from Samrat Public School Kotra Ajmer.

**Figure1: Sample Distributions**



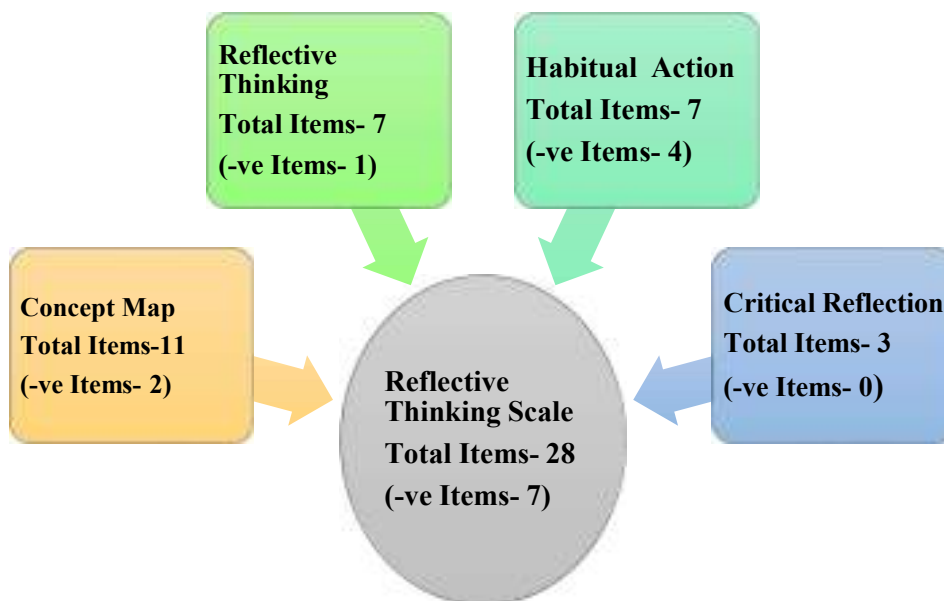
**FIGURE 1: SAMPLE DISTRIBUTION**

## Instruments

- Concept Map Achievement Test CMAT (Yadav, P. 2019): This tool consists of five fill in the blanks based on knowledge, understanding and application and later part of this tool based on Concept Map draw Ability skills and critical thinking. Face and Content validity of this tool found by the researcher which is satisfactory.
- Reflective Thinking Scale RTS (Yadav, P. 2019) states that this tool consists of 28 items which based on four dimensions that is Concept Map, Reflective Thinking,

Habitual Action and Critical reflection and internal consistency reliability (Cronbach Alpha) of this tool found by the researcher is 0.660.

**Figure 2: Dimensions of Reflective Thinking Scale (RTS)**



**FIGURE 2: DIMENSIONS OF REFLECTIVE THINKING SCALE**

### **Techniques of Data Analysis**

The analysis of the present study was done on the basis of formulated objectives and hypothesis of the study. Since this research is a Correlation Study therefore researcher used Correlation ‘r’ coefficient between two variables.

### **Data Analyses and Hypothesis Testing**

For analyzing complete data, researcher used IBM SPSS version 25 Statistical software as a tool and the obtained results are cited below with the help of tables, along with the explanation.

**H<sub>01</sub>: There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students.**

**Table 1: Descriptive Statistics of Whole Data**

	Mean	Std. Deviation	N
<b>CMAT</b>	13.64	2.442	76
<b>RTS</b>	104.83	10.907	76

It is clear from the above table that the mean score of concept map achievement test score is 13.64 and standard deviation is 2.442. And the mean value of reflective thinking scale score is 104.83 and standard deviation is 10.907 where total sample is 76.

**Table 2: Overall Correlation value of Reflective Thinking and Concept Mapping**

<b>Correlations</b>			
		Total	Total
<b>Total</b>	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.000
	N	76	76
<b>Total</b>	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	76	76

**\*\* Correlation is significant at the 0.01 level (2-tailed).**

The result shows there is a significant relationship between concept mapping and reflective thinking because value of correlation is 0.465 at 0.01 levels which is significant and indicates a positive correlation between the variables.

Correlation is significant at 0.01 levels of significance (2-tailed); hence with the above shown results researcher rejected the first hypothesis because there is significant positive correlation between concept mapping and reflective thinking. Since, from the above shown data it is a very clear concept map and reflective thinking positively correlated to each other in science subject at secondary level.

**H<sub>02</sub>: There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students of government school.**



**Table 3: Descriptive Statistics of Government School Students**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
<b>Concept Map Score Govt. School</b>	28	9.00	17.00	13.1786	2.27797	5.189
<b>Reflective Thinking Score Govt. School</b>	28	69.00	119.00	100.6071	10.13370	102.692
<b>Valid N (listwise)</b>	28					

When we take concept mapping scores of government school students and simultaneously reflective thinking scores of government school students then we see mean score of concept map achievement test of boys is 13.1786 and standard deviation is 2.27797 and on the other hand mean score of reflective thinking scale of government school is 100.607 and standard deviation is 10.133.

**Table 4: Correlation of Concept Mapping and Reflective Thinking of Government School Students**

Correlations			
		Concept Map Score Govt. School	Reflective Thinking Score Govt. School
<b>Concept Map Score Govt. School</b>	Pearson Correlation	1	.343
	Sig. (2-tailed)		.074
	N	28	28
<b>Reflective Thinking Score Govt. School</b>	Pearson Correlation	.343	1
	Sig. (2-tailed)	.074	
	N	28	28

When we correlate the concept map scores and reflective thinking scores of government school students then we find there is positive moderate 0.343\*\* level correlation which is significant at 0.01 level of significance (2-tailed), hence with the above shown result researcher reject the null hypothesis because there is significant positive correlation between concept mapping scores and reflective thinking scores of government school students.

**H<sub>03</sub>: There is no significant relationship between concept mapping and reflective thinking in Science of grade IX<sup>th</sup> students of private schools.**

**Table 5: Descriptive Statistics of Private Schools Students**

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
<b>Concept Map Score Pvt. School</b>	48	9.00	18.00	13.9167	2.51661	6.333
<b>Reflective Thinking Score Pvt. School</b>	48	84.00	134.00	107.2917	10.67899	114.041
<b>Valid N (listwise)</b>	48					

Mean score of Private School students on the basis of Concept map achievement test is 13.9167 and standard deviation is 2.51661, and Mean score of Private School students on the basis of Reflective thinking scale is 107.2917 and standard deviation is 114.41.

**Table 6: Correlation of Concept Mapping and Reflective Thinking of Private Schools Students**

Correlations			
		Concept Map Score Pvt. School	Reflective Thinking Score Pvt. School
<b>Concept Map Score Pvt. School</b>	Pearson Correlation	1	.497**
	Sig. (2-tailed)		.000
	N	48	48
<b>Reflective Thinking Score Pvt. School</b>	Pearson Correlation	.497**	1
	Sig. (2-tailed)	.000	
	N	48	48

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

When we correlate the concept mapping scores and reflective thinking scores of Private Schools students then we find there is positive moderate 0.497\*\* level correlation which is significant at 0.01 level of significance (2-tailed), hence with the above shown result researcher reject the null hypothesis because there is significant positive correlation between concept mapping scores and reflective thinking scores of private schools students. Since from the above result specifically on the basis of private schools we can say that concept mapping scores and reflective thinking scores of students correlates to each other.

**Conclusions**

It may be concluded that:

- If we see the first objective of this study then researcher found there is a positive relationship between concept mapping and reflective thinking at secondary level. There is positive moderate level ( $r = 0.465^{**}$ ) correlation exists between these two variables.
- After analysis of data, institutions affiliation wise researcher find that there is no significant difference between government and private schools students we can see from the analysis of hypothesis 2 and 3 correlation between concept mapping and reflective thinking on the basis of government schools lies in the category of positive moderate level correlation but if we see closely the pattern of correlation then we found correlation between concept mapping and reflective thinking of private schools is slightly higher which is obvious because in our country on many aspect private schools different from government schools. In both cases we occur with positive moderate level correlation. Since the mean score of private schools students is high in respect to government school students but this may be because we take only 28 students from government school for this study and the number of students from private schools is 48. So there are many factors behind this result.
- The main purpose of this research paper is to identify the relationship between concept mapping and reflective thinking on the basis of government and private schools and also analyze how much relation shifted in any direction? That may be positive or negative in relation to concept mapping and reflective thinking but researcher found on the basis of government and private schools there is no big difference in the correlation of Concept mapping and reflective thinking.
- On the basis of mean scores of Concept map achievement test and Reflective thinking scale researcher can say ability of making concept map and reflecting over the content of private schools students is better in comparison to government schools students.

## **Discussions**

- The result of the present study will be more helpful to teachers as well as students, policy makers, administrators and head of the department institutions for improving teaching learning process and arrangement of learning environment in such a way that will meet the need of meaningful and affecting learning inside the classroom at secondary level.
- It will also be helpful to the teacher to meet the challenges of 21<sup>st</sup> century classrooms which is different from 20<sup>th</sup> century classrooms by updating the knowledge of reflective pedagogy by the help of reflective tools in the classroom like concept maps.

- It will also be very helpful to the students to understand the difficult concept and relate those concepts to the real world experience. Result of the study also helps the students to retain the concepts in their mind in a meaningful way and for a long span of time.
- The findings of this study also provide a theoretical background as well as evidence to the researcher to conduct further research. Last but not least, it will be helpful in teacher training programmes organized by the Government of India, Specially Rastriya Madhyamik Shiksha Abhiyan (RMSA) for quality improvement in the teacher as well as classroom learning environment at the secondary level.

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## Significance & Role of Educational Technology in Teaching and Learning process

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### ABSTRACT

The learning of programming using simulation involves unique educational environments and human factors. However, research in this field has been mainly centered on the efficacy of the simulation tool whereas there is a lack of comparative studies between the associated teaching and learning procedures. To address the gap, this study facilitates an evidence-driven discussion on learning and teaching as well as their relationship in programming education. Research areas include virtual and physical environment of simulation session relevant learning enablers and impediments, and roles of students and faculty members in the process. The study followed qualitative methodology using focus groups and semi-structured interviews. Educational technology is the development of application and evaluation of systems techniques and aids to improve the process of human learning. This gives emphasis on development of human learning process which is very complex and difficult to understand as so many factors such as socio-economic educational cultural language which contribute a lot in whole learning process. This takes into account all the changes such as social cultural regional economic which contribute in the process of human learning. It also takes into account its application which means the educational technology is basically an evaluation process where the participants of teaching and learning process such as teacher students and various members of the educational system are required to constantly evaluate and upgrade the teaching methodology to achieve result and bring desired changes in students. It also talks about the evaluation of the whole systems it means that we cannot study the impact of educational technology in pieces. We need to consider the prime objectives of educational system and how best educational technology can help to attain the desired objectives. One has to evaluate the educational process in various lacunas where technology can be helpful to achieve desired results then one should create appropriate technology and use it to make better human learning process. Factors like conditions of learning teaching methodologies are talked about in the above context and hence we have to study one more use of educational technology. The establishment of technology is the backbone of improvement for student learning professional development and administration. With the help of integrating technology to prepare students for careers and keep students engaged in the teacher educators up to date on the latest technologies to help them be more effective in their teaching environments. Increasing support for pre-service education technology programs to help to produce more technologically by teachers in using technology to scale improvement and to accelerate reform. Developing systems and strategies that will help educators to use assessment of data to improve student learning and investing in research and development focused on innovation in teaching and learning process and promoting in global digital citizenship through technology based collaboration.

**Key words:** *Educational Technology, Teaching, Learning Process.*

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## INTRODUCTION

This is the period of technology where we are utilizing scientific techniques for solving problems and improving the life. However for acquiring education also we are implementing technology to make teaching and learning easier in simple and comprehensive. This technology is known as educational technology which is saving time and energy and assisting learner progressively. The objective of this is to understand the meaning of education and educational technology its application and various phases of education (Aggarwal, 2012). In this the researcher tried to understand the purpose of education described by eminent educationist then the role of educational technology in fulfilling objectives of education in general. The success of any new content of creation tool in education depends upon the application part of it and how the new content has helped in making the subject more interesting more knowledge worthy and simple to use in an accepted atmosphere of learning. This goes to the roots of the educational technology its application and utility in the contribution that has made in the teaching and learning process. Educational technology is the application of scientific knowledge about learning and the conditions of learning to improve the effectiveness and efficiency of teaching and learning. In the absence of scientifically established principles the educational technology implements techniques of empirical testing to improve learning situations. Educational technology is a systematic way of designing implementing and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning and communication and employing a combination of human and non-human resources to bring about more effective instructions. These aspects of educational technology such as it talks about complete process of teaching and learning with specific aim to achieve certain objectives. It also speaks about research evaluation and communication in teaching and learning process. It also describes combination of human and non-human resources to attain certain specified objectives. It means that man and machines should be used creatively to gain the response of the students and march towards setting goal and achieving it (Craft, *et. al.*, 2008). It also speaks about major component of teaching and learning and that is communication. In the teaching and learning process one cannot forget the foremost important factor. If there are any barriers in communication such as language speed understanding level of student teacher's expertise and expectations of the students then in those cases one cannot expect desired change in student's behavior which is a main aim of teaching and learning process. In all these discussions one can say that educational technology' is not only related to teachers and students it is not only related to electronic equipment's but it is human intelligent combination of both to achieve the desired results. These results are required to be tested

and based on the response the changes are required to be made in total educational process. Only creation of educational technology as per the needs may not be sufficient. It has to be tested on the target audience and after testing it one finds anything to be improved then one has to improve the technology to get better results. It is clear that educational technology has to consider as a part and parcel of whole teaching and learning process and the primary objective is to improve the `efficiency of the process of learning.

The purpose of education is to help people to change. We want our students to become more knowledgeable more skills more confident empathetic rational and so on. Thus we can say the main aim of education is to bring necessary change in students. To bring about necessary changes teachers use various modes of communication such as lectures drawing pictures on the black board giving notes taking oral and written examinations by giving feedback. So teacher constantly use various communications forms to bring necessary changes in the students. Every teaching and learning process is an experiment where teacher tries to make combination of various possible ways to bring desired changes in the students (Lombardi, 2007). The learning process of an individual starts right from the birth. The new born babies try to learn various things by using different sense organs. And, in formal form of teaching a teacher tries to use various means and modes to make effective transfer of learning. When a teacher delivers thought in the form of words graphs charts practical orientation the student uses his senses to understand the topic which ultimately results into change of behavior. It defines learning as a change of behavior or as capacity for new behavior the concept of communication is closely linked to the concept of learning. Education is communication process by which the educator tries to educate the student and develop his capacity to change behavior. In a way education is the way to develop capacity to change and to bring changes in behavior pattern (Blackmore, 2009). Teacher and learner relationship is built upon good understanding as a human being where in the process the teacher shares his expertise to the learner in the best possible way. Learners also give response to this effort by giving feed back by appearing in exams attending lectures, discussions, doing practical work and there by taking active part in the learning process. Teacher as well as student uses different form of communication such as written oral non-verbal in the process of education. This gives more emphasis on two way communication process in teaching and learning process where both are required to take active part in the process of learning. All the means and modes perform the supporting role in the process of teaching and learning. The sole aim is to bring desired change in the behavioral pattern of learner. The process of education and learning can be considered to be very complex systems indeed. The

input to the given educational and learning system consists of people resources and information. The output consists of people whose performance has improved in some desired way. The input in an educational system consists of information experience and content and it is delivered to students by teachers in various forms such as lectures field trips demonstration experiments and audio-visual aids such as films multimedia and computer based presentation. Thus teacher's expertise and the educational technology try to make effective communication in various ways with the student's to bring desired change in them (Miller *et. al.*,1990).The result of entire process is depend upon the quality of delivery and the way of communication of teacher and the level of understanding and grasping capacity of the learner. To make teaching and learning more effective one has to utilize all the resources including people in an optimized and creative way.The role of technology in education is required to be understood properly as it plays an important part in entire journey of teaching and learning activity.

Education as a broad discipline that is responsible for changing behavior of individual with the help of suitable method strategies and techniques of teaching and learning. In this modern era of 21<sup>st</sup> century of science and technology the complex process of teaching learning has been modified and simplified by the use of educational technology which is nothing but application of modern technology in the field of educational process (Creswell, 2006).We can understand the meaning of educational technology by dividing it into two words education and technology. Education is the process of acquiring and imparting cognitive affective and psychomotor development on the part of the learner with suitable strategy. Education is the discipline which is both science and arts. It is a mixture of science of learning and art of teaching. However technology refers to the systematic application of scientific principles in terms of tools machines and other expertise to achieve an objective which as a result of use can design and create new devices that enriches human productivity as well to solve the problems. Hence, technology is applied for human development and worked as a problem solving inventions (Mangal and Mangal, 2011).

It is the effective use of technological tools in learning. This concept consists of an array of tools such as media machines and networking hardware as well as considering underlying theoretical perspectives for their effective application (Sharma, 2009). Educational technology includes numerous types of media that deliver text audio images animation and streaming video and includes technology applications and processes such as audio video tape satellite TV CD-ROM and computer based learning as well as local intranet extranet and web based learning. Information and communication systems,

whether free-standing or based on either local networks or the Internet in networked learning underlie many e-learning processes. As the study, and ethical practice the educational technology of facilitating learning and improving performance by creating use and managing appropriate technological processes and resources (Maxwell 1995). The association for educational communications and technology (AECT) denoted instructional technology as the theory and practice of design development utilization management and evaluation of processes and resources for learning (Nasir and Hand 2006). According to UNESCO educational technology is the communication process resulting from the application of the scientific methods to the behavioral science of teaching and learning. This communication may require the use of media such as television broadcasts, radio, cassettes etc. in education fields.

### **Meaning of Educational Technology**

Technology refers to the techniques as also the technical use and support. The systematic way of applying the techniques to achieve an objective is as important as the use of technical equipment for the same. As a matter of fact techniques are reckoned as the software and the equipment as the hardware of technology. Technology results in new designs and devices as also new ideas and processes. Each new physical device is accompanied by new set of procedures and techniques. Education the act and process of acquiring and imparting knowledge is crucial to the development of learner with the view to his participation in the transformation of the world for a better tomorrow (Creswell and Garrett, 2008). Learning and understanding are basic steps in the field of education. Educational technology is not a simple combination of these two words as it is usually thought of even more than the sum of the following two interpretations.

(1) Technology in Education

(2) Technology of Education

Early developments referred to the role of technology in education which signifies the use of audio-visual equipment i.e., hardware in educational processes. Later, developments recognize the concept of technology of education about its techniques and methodologies of the teaching and learning process. This is indeed the software aspect of educational technology. The origin of software is closely associated with the courseware of instructional design and development of a subject. Thus, educational technology is a science of techniques and methods by which educational goals can be realized. It is helpful for preserving transmitting and advancing the knowledge utilizing suitable tools and techniques such as computer television C.D. etc. Hence, educational technology

utilizes several machines such as television radio tape recorder video tapes with principles engineering and principles of physical sciences and behavioral science for improving the teaching and learning process of education. The educational technology deals with instructional tasks and challenges and setting in the educational objectives. The selection and constructions of suitable machine tools and instrument are used of appropriate techniques to run the machine and devices to achieve the educational objectives (Davies *et. al.*,2013).The integration of scientific and technological skills and techniques develops with appropriate behavioral outcome in learning. There have been several conditions of educational technology developed over time. Educational technology is the development of application and evaluation of systems techniques and aids to improve human learning. It is the application of modern skills and techniques to the requirement of education and training. Educational technology is an application of scientific knowledge about learning and conditions of learning to improve the effectiveness and efficiency of teaching and learning. (Rao, 2012).

#### **Different Definitions of Educational technology by different authors and scholars**

**Robert A. Cox:** - Educational technology is the application of scientific process to man's learning conditions. *The Process of Educational technology: A Tool for Development* (1970). The application of scientific process to man's learning conditions is what has come recently to be called educational or instructional technology. Educational technology is the development application and evaluation of systems techniques and aids in the field of human learning.

**John P. Dececco:** - Educational technology is the form of detailed application of psychology of learning to practical teaching problems.

**E.E. Hadden:** - Educational technology is that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process.

**Richmond:** - Educational technology is concerned to provide appropriately designed learning situations which holding in view of objectives of the teaching of training being to bear the best means of instruction.

**S.S. Kulkarni:** - Educational technology may be defined as the application of the laws as well as recent discoveries of science and technology to the process of education.

**S.K. Mitra:** - Educational technology can be conceived as a science of techniques and methods by which educational goals could be realized.

**Robert M. Gange:-**Educational technology is the development of asset of systematic techniques and accompanying practical knowledge for designing testing and operating schools as educational systems.

### **Objectives of the study**

The various views and comments made by the eminent educationist and scientist gave a broad outlook into the theories of educational technology. This theoretical study of fundamentals of educational technology will be helpful in understanding the role of technology in the fields of education. One will be able to understand the methodology in making use of audio-visual technology in the fields of education.

(1) Explain the scopes and significance of educational technology.

(2) Identify hardware and software in educational technology.

### **Purpose of the study**

The purpose of the study is to understand the various possibilities of the use of educational technology in teaching and learning process. Teaching is a process of communication and one need to understand the various principles to be followed in applying technology in the educational process. Technological revolutions are required to be used creatively and apply it in relevant content suited to teach the subjects properly.

### **Scope of the study**

Educational technology refers to the use of both physical hardware and educational theoretic. It encompasses several domains including learning theory computer based training online learning and mobile technologies are used learning. Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology. The educational technology including the theory and practices in educational approaches to learning educational technology as tools and media that assist them in the communication of the knowledge. The development and exchange of educational technology for learning management systems such as tools for student and curriculum management and education management information systems educational technology itself as an educational subject such courses may be called computer studies or information and communication technology (ICT). Hence, educational technology helps to develop the teaching learning testing and training activities in terms of achieving educational goals.

## **Significance of the technology**

**Access in Variety of Learning Resources:** - In the time of technology educational aids plenty of resources to enhance the teaching skills and learning ability. With the help of educational technology now it is easy to provide audio visual education. The learning resources are being widens. Now with this vivid and vast technique as part of the curriculum the learners are encouraged to regard computers as tools to be used in all aspects in their studies. In particular they need to make use of the new multimedia technologies to communicate ideas to describe projects and gave information of their work (Eraut 2004).

**Immediate to Information:**-Educational technology has provided immediacy to education. Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated anywhere at any time. New IT has often been introduced into well-established patterns of working and living without radically altering them. For example the traditional office with secretaries working at keyboards and notes being written on paper and manually exchanged, has remained remarkably stable, even if personal computers have replaced typewriters.

**Time Learning:**-Now in the year of computers and web networks the pace of imparting knowledge is very fast and one can be educated .One can study whenever he will responsible of whether it is day or night and either in India or in US because of the boom in educational technology.

**Collaborative Learning:** - Now educational technology has made it easy to study as well as teach in groups or in clusters. With online we can be unite together to do the desired task. Efficient postal systems or the telephone fixed and mobile and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. The internet and its web sites are now familiar to many children in developed countries and among educational elites peoples but it remains of little significance to many more that lack the most basic means for educational technology.

**Multimedia Approach to Education:** - Audio-visual education plans preparation and the use of devices and materials that involve sight sound or both for educational purposes. Among the devices used are still and motion pictures film strips television transparencies audio tapes records teaching machines computers and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory.

Studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception by the process of the senses gain information from the environment (Sharma, 2012).

**Authentic and Up to Date Information:-**The information and data which are available on the net is purely correct and up to date. Internet a collection of computer networks that operate to common standards and enable the computers and the programs they run to communicate directly and provide true and correct information.

**Online Library:-**Internets support thousands of different kinds of operational and experimental services one of which is online library. We can get plenty of data on this online library. As part of the IT curriculum learners are encouraged to regard computers as tools to be used in all aspects of their studies. In particular they need to make use of the new multimedia technologies to communicate ideas describe projects and order information in their work. This requires them to select the medium best suited to conveying their message to structure information in a hierarchical manner and to link together information to produce a multidimensional document.

**Distance Learning:** - Distance method of learning at a distance rather than in a classroom. Late 20th-century communications technologies in their most recent phases multimedia and interactive which is open up new possibilities both individual and institutional for an unprecedented expansion of the home based learning much of it part time. The term distance learning was coined within the context of a continuing communications revolution largely replacing a hitherto confusing mixed nomenclature home study independent external study and most common though restricted in pedagogic means of correspondence study. The convergence of increased demand for access to educational facilities and innovative communications technology has been increasingly exploited in face of criticisms that distance learning is an inadequate substitute for learning alongside others in formal institutions. A powerful incentive has been reduced costs per student. At the same time students studying at home themselves save on travel time and other costs (Oliveira *et. al.*, 2019). Whatever, the reasoning the distance learning widens access for students unable for different reason of course availability geographical remoteness family circumstances individual disability and to study alongside others. At the same time it appeals to students who prefer learning at home. In addition it appeals to organizers of professional and business education providing an incentive to rethink the most effective way of communicating vital information.



**Children with Disabilities:-** Information technology has brought drastic changes in the life of disabled children. The educational technology provides various software and technique to educate these poor peoples. The integration of information technology in teaching is a central matter in ensuring quality in the educational system. There are two equally important reasons for integrating information technology in teaching. Pupils must become familiar with the use of information technology since all jobs in the society of the future will be dependent on it and information technology must be used in teaching in order to improve its quality and make it more effective.

**Components of Educational technology:-**The educational technology composed of mainly two components such as hardware and software. Both hardware and software is equally important for effective application of educational technology. For example an interactive computer programme is worthless without suitable educational programme. Both hardware and software are complementary to each other.

**Hardware:-**Hardware denotes technology in education that involves electronic devices based on scientific principles and techniques. Its origin is in physical sciences and applied engineering and it is based on the concept of service. It adopts a product oriented approach. It is concerned with the production and utilization of audio-visual aid material such as charts models slides film strips audio cassettes are sophisticated instruments and gadgets such as radio television films projectors tape-recorders video player teaching machines and computers are mass media. Hardware technology utilizes the products of software technology such as teaching strategies teaching learning material for its functioning. Hardware technology has the potential to hand over the educational benefits to the mass with greater ease and economy. Too much use of technical gadgets may mechanize the process of teaching and learning as the hardware approach tries to enter education from outside operating more in isolation than in combination.

**Software:-**Software denotes technology of education which involves a systematic and scientific application of appropriate scientific research both from physical science social science and psychology such as sociology philosophy management studies to solve educational problems. It is sometimes referred to as teaching technology instructional technology or behavior technology. Its origin is in behavioral sciences and the applied aspects of psychology of learning. It is a process oriented approach. It utilizes the knowledge of the psychology of learning to produce learning material teaching and learning strategies. The software technology is used for the betterment of the process of teaching learning. It does not provide direct services to its users. Instead it helps in the production of various software materials which are used for developing the hardware

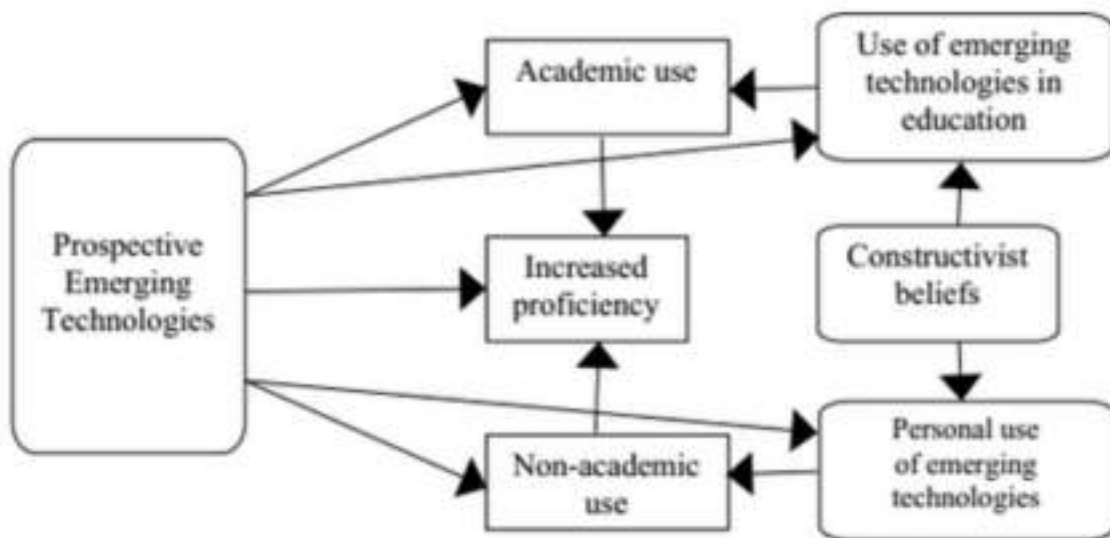
appliances. It includes teaching strategies learning material evaluation tools teaching models programmed instruction. The software technology does not require any aid from the hardware technology for its delivery. It becomes more useful and productive when assisted by the hardware technology. Software technology does not have mass appeal and is costlier in the long run as compared to hardware technology.

### **Instructional technology**

The terms educational technology and instructional technology may seem interchangeable but have important subtle differences when understood it can make the differences in educators planning and implementation of instruction. The analysis between educational technology and instruction technology are in fact found at the roots of education. Education is defined as the activities and resources that support learning. This refers to all activities and resources both planned and unplanned that contribute to a students learning regardless of whether the learning is intentional. On the other hand instruction refers to activities structured by someone other than the learner and oriented toward specific ends. Instruction is part of the education as whole but instruction unlike education is carefully mapped out in every detail. Educational technology is defined as the study and ethical practice of facilitating learning and improving performance by creative use and managing appropriate technological processes and resources. The application of theory technology and psychology to achieve the goal of education and enhance the learning of individuals is nothing but educational technology (Akbulu, 2010).

It is responsible for development of teaching and learning process that applies theories of instruction learning behavioral and cognitive psychology to assessment design implementation and evaluation of instructional material and mainly applies research theory technologies and psychology to solve instructional and performance and problems. The particular approach used to achieve the ends of education is the educational technology that design instruction to produce instructional materials. This manages instructional computing services and learning resources collections and applies theories of cognition and research to utilize technology for the benefit of the learner (Yusuf and Balogun, 2011). Instructional Technology is defined as the theory and practice of design development utilization management and evaluation of processes and resources for learning. Hence, instructional technology refers to the use of technological processes as a tool specifically for teaching and learning which facilitates access to information of all types. It is a broad term and deals with the process of using technology for instruction. It describes the technologies that facilitate access to information of all types. Its functions are acquisition processing storage and dissemination of information in all of its forms and

evaluation managements and integration of instruction with tools available (Aleksic and Ivanovic, 2016). However, instructional technologist Identify and analyze problems of instructional design. It helps the devise and implements solutions to those problems to integrate people procedures ideas and devices for the purpose of providing tools which enhance the learning process. It would seem that instructional and educational technology is synonymous. The simple definition for each of them makes the distinction of their difference. The instructional technology is the tool but educational technology is the procedure for using that tool (Kolb, 1984).



**Fig 1:** Diagram showing role of educational technology in teaching and learning processes

### Discussion

The higher processes of memory and concept formation cannot occur without prior perception. People can attend to only limited amount of information at a time in their selection and perception of information is influenced by past experiences. Researchers have found that other conditions being equal for more information is taken if it is received simultaneously in two modalities vision and hearing rather than in a single modality. Furthermore, learning is enhanced when material is organized and that organization is evident to the student. These findings suggest the value of audio-visuals in the educational process (Giannakos *et. al.*, 2017). They can facilitate perception of the most important features that can be carefully organized and can require the student to use more than one modality. Technology in education embraces every possible means by which information can be presented. It is concerned with the gadgetry of education and training

such as television language and e-laboratories in the various projected media popularly called as audio-visual aids. As the teaching and learning happens through number of various means and mode of communication one has to understand how learners perceive the information and knowledge. Learners receive information through the senses mainly sight and hearing like audio-visual aids. These aids are used to support lectures text books reference books some time with the help of teacher as an independent unit. Teacher makes combination of various forms of communication such as oral lectures, audio-visual aids such as black board, charts, photos, models, audio tapes, television programs, slides, computer generated presentations, photos, specially designed educational films. All this supportive tools can be called as technology in education or educational technology. This educational technology represents a combination of education and technology (Isiaq and Jamil, 2018). As discussed earlier, the purpose of the education is to bring about this desired change in many academicians including students for the past many years. The principals of educational technology are not new they were vigorously heralded by curriculum reformers like black board and chalks are the first technological tools which are commonly used in an education for generations and still have tremendous potential. The reasons may be many like simplicity cost effectiveness simple to operate and many more but the concept of educational technology not only related to tools and equipment's used in teaching (Sharma and Sen, 2018). There are two approaches to educational technology one deals with electrical and electronic gadgets like overhead projectors closed circuit television audio-visual films interactive computer programs, computer based training modules and power point presentations. In this approach, emphasis is given on creation of material software and hardware both which includes audio-visual aids films power point presentations interactive computer programs Computer based training modules and hardware such as development of high end televisions computers and other gadgets LCD projectors digital audio and video technology and super computers. This approach can be considered as more technical in nature where innovations in technology are tried to use for education. Educational technology in teaching can be explained as every possible way with which content can be presented in an effective manner to target group by using appropriate technology such as LCD projector computer aided presentations (OHP) television live transmission through educational satellite language laboratories and every possible tool and technique. Basically, it comprises of all types of audio- visual aids lab experiments and so on. In these cases technologist such as film producer computer programmers and visual aid producing agencies and developers of language lab work independently and create educational technology and they disseminate in their own way.

When educational program is broad cast on air it is very difficult to count the number of viewers who have viewed the program it is also difficult to understand the conditions in which they have watched the program how much they know about the subject content and so it is very difficult to measure the effect of the program. The same case applies to the interactive program that is available on the internet and educational satellite program (Joyce *et. al.*,2008). As there seems no uniformity in the mechanism no combined objectives so there is great difficulty in evaluating the learning experience gained by the students for whom the educational technology is produced. Others take the view that educational technology involves the clinical systematic analysis of the entire teaching and learning process in an attempt to maximize its effectiveness. In this approach, one has to consider what end result is expected when educational technology is used. The objective may vary as per the case and situation to give practical knowledge to students. In this case, they may be sent to field trip supported with showing relevant audio-visual film and writing in content for the same (Kauchak and Eggen , 1998).

### **Conclusion**

As technology of education approach to educational technology thus involves a systematic approach to the problem together with the application of appropriate research both from basic sciences such as physics and electronics and from social sciences such as psychology and sociology. In the whole process what is important is educational development and innovations has been systematically and scientifically planned and executed. It is thus, systems approach to educational technology which is the heart of the technology of education. While applying technology in education there are several factors involved which can be called as hidden aspects such as affordability of the system availability of time to create and use the technology for up gradation of knowledge and awareness about the technology. In this total approach of technology in education one has to keep in mind desired results before introducing educational technology. There is an increase in the capacity of teacher in terms of learners taught without reducing the quality when one think about total approach in education. In this approach various components such as man machine methodology of teaching educational system learners behavior his grasping capacity resources available time constraint syllabus pressure geographic surroundings are required to be considered with an aims to achieve the desired results from the students.

## Recommendations

The need to learn mental preparedness of the student previous subject knowledge and expertise of teacher and methods used to teach motivation for learning are responsible for effective learning. If one uses to consider these factors then the use of educational technology will be productive. So one have to study all aspects of teaching and learning process and then find a place for educational technology to suit the needs. These developments focus more on the process of learning and teaching than technology and equipment. Educational technology is a systematic way of designing, implementing and evaluating the total process of learning and teaching in terms of specific objectives based on research in human learning and communication and employing combination of human and non-human resources to bring about more effective instructions.

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# Educational Status of Schedule Tribes in Jammu and Kashmir: A Case study in District Samba

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## Abstract

Jammu and Kashmir are home to a variety of tribal groups that have settled in every nook and corner of this hilly landscape. The J&K tribes are differentiated from the rest of the Indian tribesmen by the tribal people and by their locations, by the tribes and by their traditions, their cultures, their means of communication, or simply by their culinary arts. Gujjars and Bakarwals are the two Jammu and Kashmir nomadic tribes who because of their migratory and backward existence have been granted Scheduled Tribe (ST) status. The Gujjars are mainly nomads who travel with their cattle from the plains to the higher altitudes as part of their annual seasonal migrations with their livestock. In the Indian subcontinent, Gujjars and Bakarwals are two names of one tribe usually referred to as Gujjars. In Jammu and Kashmir, Gujjars form a significant ethnic and linguistic group and constitute 20 percent of the total state population spread throughout all districts of the J&K state. The ancient rituals and customs of prehistoric times are brought with them by Gujjars and Bakarwals, who are predominantly Muslims. Most of them are still unaffected by the outside world's influence. Compared to the other 12 scheduled tribe communities in the state, the literacy rate among the Gujjar community is low. Their wealth, success and stability in life can be decided by education. The effects would be endured by tribes who remain either deprived or negligent of education. The commissioner for planned castes and planned tribes notes that there will be no change in tribal welfare unless exploitation among the tribal's is combated and eliminated by education. The present paper emphasizes the educational status of the nomadic Gujjars of the Vijaypur block in the district of Samba. It also seeks to find out about the steps taken by the government of Jammu and Kashmir to provide tribal Gujjars with education.

**Keywords:** Tribes, Gujjar and Bakarwals, Nomad, seasonal migrations, Educational Status

## Introduction

In fact, the state of Jammu and Kashmir is a mixture of several ethnic groups, such as Kashmiri, Dogras, Gujjars and Bakarwals, Dards, Baltis, Gaddis, Ladakhis, Muslim and non-Muslim speaking Pothwari and Chibalis. Kashmiris are mainly concentrated in the Kashmir valley; Dogras are spread throughout the Jammu region, while the state's mountainous and kandi region is inhabited by Gujjars and Bakarwals. From the most parts of J&K, the Gujjars and Bakarwals are herd men. It is said that they migrated and embraced Islam from Rajasthan. In search of green pastures in summer, they trek along with their sheep, goats and cattle from the plains to the higher region. The Muslims of the Dard and Balti have their homes in Gurez, Tilel and Dras. The southeast of the middle

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mountain region of the Jammu region is home to Gaddis. Between Chenab and Jhelum, Pothwari speaking Muslims and non-Muslims and Chibalis live and the trans-Himalayan Ladakh is inhabited by Ladakhis. In addition, there are many tiny ethnic groups such as Bhatas, Gaddis and Sikhs that have significant concentration in the state's isolated pockets. Jammu and Kashmir's Gujjars and Bakerwal are nomads. In the Indian sub-continent, Gujjars and Bakerwals are two names of one tribe commonly referred to as Gujjars. In Jammu and Kashmir, Gujjars form a significant ethnic and linguistic group and constitute 20 percent of the total population of the State Scattered in all most districts of the State; J&K Gujjars, who are mainly Muslims, carry the old traditions and customs of prehistoric time with themselves. The state of Jammu and Kashmir is mainly located in the Himalayas and shares its border with the Himachal Pradesh states, Punjab. It shares its borders with China and Pakistan internationally. It is further divided into 22 districts, 10 in the region of Jammu and 10 in the Kashmir region, with two remaining in the region of Ladakh. There are three regions in the state of Jammu and Kashmir: Jammu, the Kashmir valley, and Ladakh. As per Census, the population of Jammu and Kashmir is 1.25 crores, an improvement from the figure of 1.01 crores in the 2001 census. As per Census, the total population of Jammu and Kashmir is 12,541,302, including the male population of 66, 40, 662 and the female population of 59, 00,640. In 2001, the total population was 10,143,700, of which 5,360,926 were males and 4,782,774 were females. In this decade, the overall population growth was 23.64 percent, while it was 29.04 percent in the previous decade. In 2011, the population of Jammu and Kashmir accounted for 1.04 per cent of India. The figure was 0.99 percent in 2001.

Jammu and Kashmir is the only state in India with a Muslim- majority population. According to the 2011 Census, about 68.3% of the state population practises Islam, while 28.4% follow Hinduism and small minorities follow Sikhism (1.9%), Buddhism (0.9%) and Christianity (0.3%). A number of tribal groups who have settled in all parts of this Himalayan state inhabit Jammu and Kashmir. All three areas of Jammu, Kashmir and Ladakh are populated by different tribes that make up this state's authentic and distinctive ethnic community and its tribal culture. 11.9% of the state's total population is made up of the Scheduled Tribes (STs). 12 tribes, including Gujjars, Bakarwals, Balti, Beda, Bot (Boto), Brokpa (Drokpa), Changpa, Garra, Mon, Purigpa, Gaddi, and Sippis, are in the state of Jammu and Kashmir. Gujjars are the state's most populous tribe with a population of 7, 63,806 i.e., 69 percent of J&K's total scheduled tribe population. Bot is the second largest tribe with a population of 96,698, followed by a number of 60,724 Bakarwals. Before 1989, Jammu And Kashmir State had no Scheduled Tribes (STs). It was only in 1989 that eight communities vacated the 1989 Scheduled Tribes by order of the

Constitution (Jammu & Kashmir) and four communities, namely Gujjar, Bakarwal, Gaddi and Sippi, were informed in 1991 as the Scheduled Tribes by the order (Amendment) Act. Balti, Beda, Bot (Boto), Brokpa (Drokpa, Dard, Shin), Changpa, Garra, Mon, Purigpa, Gujjar, Bakarwal, Gaddi and Sippis are the 12 hill tribes living in Jammu and Kashmir who have been granted ST status. Of these, eight classes, including Balti, Beda, Bodh or Bot, Brokpa, Champa (or Changpa), Garra and Mon, are located in Ladakh. During the 2001 census, all twelve Scheduled Tribes (STs) were formally enumerated for the first time. As 95.3% of them live in villages and the STs are mainly rural. Kargil has the highest proportion of Scheduled Tribes among the districts, at 88.3 % followed by Leh with 82 % of the population; Poonch has 40 %, while Rajouri has 33.1 %. Gujjar is the most populous tribe of the twelve Scheduled Tribes of J&K, with a population of 763,806, making up 69.1 percent of the total ST population. Together, Balti, Purigpa and Gaddi form 10.2% of the total ST population. The remaining proportion is made up of five tribes: Sippi, Changpa, Mon, Garra and Beda (1.9 %). Beda is the smallest group of all the tribes, with a population of 128. According to the 2001 Indian census, the Gujjars and Bakarwals tribes are the two nomadic tribes which form the third largest group in Jammu and Kashmir and constitute 8.1 % of the total population in the state. Gujjars and Bakarwals are present in all three state regions in Jammu and Kashmir in India, including Jammu (comprising districts of Jammu, Kathua, Udhampur, Poonch, Rajouri etc), Kashmir Valley (comprising districts of Srinagar, Baramulla, Kupwara, Pulwama, Budgam and Anantnag) and Ladakh Valley (comprising districts of Srinagar, Baramulla, Kupwara, Pulwama, Budgam and Anantnag) (comprising Kargil). According to the 2011 census, There are 7, 63,806 Gujjars in Jammu and Kashmir, which is 69 % of the total population of scheduled tribes. It is maintained that the term Gujjar in India's literature occurred in the 7th century A.D. It is assumed that the word 'Gujjar' is the derivation of 'Gurujar' which is a Sanskrit word meaning a valiant out to crush the enemies, further believing that Gauchar derives this word: Gau means cow and Char means Graze. Gujjars were primarily a nomadic group that now settled to a large extent and settled or settled in permanent settlements in the plains bordering the foot hills and took as their primary occupation the cultivation of land. In addition, Gujjars are semi-settled or sedentary transhumant, who combines land cultivation with pastoralism. In the summer, they travel to the lower and middle mountain regions and Pir Panjal pastures with their flock of buffalos where they engage in cultivation and return in the winters to the plains. In search of subsistence, Gujjars travel from place to place of changing habitation in Jammu and Kashmir. Despite considerable efforts by India's government and state government, their way of thought and living has not changed much. Just a fraction of Gujjars have

modernized and acquired a modern and scientific approach to life and are at the same pace as modern agriculture.

### **Review of related literature**

From the research "Education and socialisation among the tribes" by Sharma D. (1988) , He discovers that the process of socialisation among the Gujjars is mostly unconscious and is sorted in society's primarily institutions such as family, the group of Kafila and the Kinship. The percentage of children going to school in Gujjar is very poor. They do not send girls to school. Changes in the lifestyle of Gujjars have begun to take place, but there are very few changes and just a small number of people. Ananda G. (1995) studied "Wastage among tribal children in primary education" and found that the rate of absenteeism decreased in classes 2nd to 5th, and was highest in class First, rather than all other types, the mean deflation of Class I was greater. In lower classes, the average dropout was greater, while in higher classes it was low. A distinction between hostellers and non-hostellers, Baba, A.R's (1992) research on "Gujjar and Bakkarwal boy's educational achievement and social awareness of Srinagar district" found that the boys studying in the hostels had a higher percentage of marks than the non-hostellers. Compared to non-hostel communities, knowledge of health and hygiene was much more prevalent among the hostel population. Dubey (2009) has research on scheduled tribes and concluded that the issue of poverty and malnutrition faced by planned tribes and that attention needs to be paid to them. Suri, K., in her report "The seasonal educational schools for the nomadic population in Jammu and Kashmir" (2014), discovered that the seasonal school is in poor condition and lacks sufficient facilities, that stationary schools are not provided at the right time, that the mid-day meal facility was not accessible to the seasonal school children as well as corruption at the ZERO level. She found that poverty is a central factor in tribal children's educational backwardness (Gujjar and Bakkarwal in Jammu and Kashmir). The roots of the Gujjar people, their tribal identity, and the past of the Gujjar culture have been systematically revealed by Dr Javaid Rahi (2011). The author also analyses the political empowerment of Gujjars in J&K. Anita Sharma (2009), discusses in a thorough way the community life of Bakerwals, their faith, their power and reciprocity, knowledge, custom, language, art, craft, music and dance, also provides a brief overview of the Kashmir Valley. Aparna Mitra(2008), has research on the status of women among scheduled tribes in India, concluded that tribal women are comparatively less educated and a complex phenomenon is gender equality among tribal groups. Sofi, Umer Jan (2011) research and focused on five Anantnag district tribal villages and found that the growth of the Indian tribal population was a major concern of the government,

voluntary organisations, NGOs, social reformers, social scientists, etc. But we are no closer to solving the problem, even after six decades. Rather, it seems like things are more muddled than ever. Schemes have been conceived and applied since schemes. They have failed in most of them. In the majority of instances, tribal life has declined.

### **Objective of the Study**

1. To examine the educational status of the Samba District Gujjar Tribe.
2. Study of Gujjar tribe educational facilities in the Samba district.
3. To find out the reasons behind the Gujjar tribes' educational backwardness.
4. To research the programmes and policies developed to provide Gujjar tribes with education by the Jammu and Kashmir government.
5. To understand the extent of knowledge among Gujjars of their educational upliftment by governmental and non-governmental organisations.

### **The area of the Study**

Vide Govt came into existence in the Samba district of the Jammu region with order No. 1345 of the 2006 GAD of 27-10-2006 with just one Tehsil village and 382 villages in the province of Jammu. It is situated 26.4 km from the district of Jammu. It is one of the Jammu region's 22 districts. Vijaypur, Samba, Ramgarh, Ghagwal, Rajpura and Bari Brahmana and nine blocks, namely Purmandal, Samba, Vijaypur, Ghagwal, Ramgarh, Rajpura, Bari Brahmana, Sumb and Nud. The district consists of six tehsils. There are a number of Panchayats in each block. The primary means of instruction are Dogri, Hindi and English, while as other dialects such as Gojri, Bakarwali, and Pahari are also spoken. The local language here is Dogri, but people also speak Gojri and Bakarwali as well.

The No. of villages: 381, No. of Panchayats: 100 and the total population of the scheduled tribe in the district of Samba are 0.18 lakhs. The Samba Literacy Rate: 82.48, Male: 89.77 Female: 74.39, Gujjar and Bakarwals make up about 5% of the district's total population. And as per 2011 census, the total Samba population is 3.19 lakhs, including male population of 1.69 lakhs and female population of 1,50 lakhs.

**Rationale of the study:** The current study conducted in the Samba district of Jammu province is quite important because it is important for Gujjar boys and girls to understand the status and level of education. The level of literacy and education among the Jammu and Kashmir tribes, especially the Gujjars and Bakarwals, is already quite low. In the field of education, nomadism has also contributed to their lagging behind. It is therefore,

very important to explore the reasons and circumstances that cause the children of Gujjar to leave their studies, even at various levels. The research is important because it is important to examine the problems facing the Gujjar community and then recommend some steps to address the same. The proposed study is of great importance as such research work has never been carried out in the Samba district.

### **Methodology**

In Vijaypur Block of Samba District, the current research entitled 'Educational Status of Tribal Gujjar Children in Samba District' was carried out. The current study was conducted in the Barian Camp, Rakh Barotian and Barian villages of the block.

**Sampling Technique:** For the present analysis, a purposeful sampling technique was used to pick the villages. The respondents were randomly chosen for information collection. A qualitative data collection approach was used.

**Sample Size:** For the present analysis, the sample size was 50 respondents from 50 households (Deras). The samples included both males and females. The study consisted of 50 individuals aged over 15 years. As they were so young, in most cases below 7 or 8 years, the young children were not included in the study and therefore could not elicit a proper and appropriate response.

**Data Collection Methods:** Questionnaire analysis tools, interviews, and case studies have been used for data collection. First of all, after performing a field survey a well-structured questionnaire was prepared for the data collection consisting of respondents' background information, questions about their children's education, their socio-economic status, life style, etc. The questionnaire used for data collection was divided into different parts to collaborate questions related to general details such as name, age, and educational status, type of family, family income, etc., Gujjar community educational status, and other social issues that ultimately affect Gujjar boy's and girl's education.

### **Collection of data**

Data was collected from the areas chosen. Several visits were carried out to these regions, using questionnaires, interviews, and case studies to collect data. A link was established with the participants and the purpose of the study was explained to them. Two types of data were collected from the selected areas-one was primary data, including first-hand data collection from the Gujjars of these villages, while the other was secondary data which was from books, journals, blogs, research papers, and few resources by which the secondary information was obtained. The study tools were conducted according to the

convenience of the members of the Gujjar community, which included time available with them. For the administration of the instruments, the local language was used. As the researcher, in the Samba district, it was not difficult to speak to the members of the group and collect the data. Later, using qualitative analysis, the information was analysed.

### **Result and discussions**

The data collected and analysed provided the researcher with a reasonably clear assessment of the educational status or levels among the community's Gujjar kids and from the people of the villages of the Barian camp, Rakh Barotian and Barian in the vijaypur district including both men and women belonging to the Gujjar community. Most of the data that was taken from 50 households were the males for the interviews. As they were not very forthright in giving interviews and the number of women was comparatively lower than the males. Out of 50 persons, 15 interviews was taken from women and 35 from the male tribal members which was conducted during research. The investigator took 17 houses (deras) from Barian Camp village, 25 houses (deras) from Rakh Barotian village, and 8 houses from Barian village (Table 1).

<b>Age of Respondents (in years)</b>	<b>Frequency</b>	<b>Percentage</b>
<b>15-35</b>	18	36
<b>35-55</b>	21	42
<b>55-75</b>	11	22

**Table 1 (a) shows that age between 15-35 years were 18 respondents (36%) and age between 35-55 years were 21 respondents (42%) and age between 55-75 years were 11 respondents (22%).**

The income of the tribal Gujjars is mostly dependent upon their livestock. They have sheep, goats and few horses which they use during their annual seasonal migrations twice in a year from the plains of Jammu to the heights of Pir Panjal range and even further up to Dras and Kargil . Majority of them are buffalo-herders while a few of them also work as labour when they are back in hills in the winter months (October- March) each year. They have to earn some money as they are mostly very poor and thus they work as labourers as money is required for their livelihood. The data shows that almost 100 % of them are nomads and have sustenance on nomadism but they almost 60 % of them also work as labourers and 20% engaged in seasonal agriculture (Table 2).

<b>Nomads (dependence on Livestock)</b>	<b>Labour work</b>	<b>Seasonal Agriculture</b>
<b>55</b>	30	12

**Table 2 shows the income of tribal gujjars**

## **Conclusions and Recommendations**

The present study sheds light on the reality that the situation of the Gujjar group which is not so strong even in the 21st century. They are extremely backward in the socio-economic sector of schooling, etc. Their source of revenue depends largely on their livestock. They don't have agricultural land. In contrast to other residents of the state, the literacy rate among the Gujjar is too poor. The interviews with the community's elders, mostly school-age parents, both boys and girls, highlighted the fact that they have no understanding of the importance of education in their lives. Their kids do not go to school for the most part. Although, the government has made different attempts to improve their circumstances, their children do not go to school. In the class of 4th, 5th and 8th standard, a large number of boys and girls left school because they have to herd buffaloes, goats, etc. to the higher reaches during the summer months from April to October, while during winter when they stay back in plains. But, the School authorities admit their students back in schools and they continue their studies.

The government started mobile schools for the Gujjar and Bakarwal communities, but their students do not go to mobile schools due to lack of knowledge. The lack of interest of parents in education and the lack of knowledge about the importance of education are one of the main reasons for their lack of education. Mobile primary schools have not been able to perform on the ground in Jammu and Kashmir. Virtually all schools run in the poorest circumstances and few measures have been taken to enhance their operation and provide teaching personnel. In these schools, there are hardly any facilities. There is no matting or furniture for sitting on it. No tents for rain and sunlight cover. No black panels, no uniforms. Owing to their lifestyle and low level of wages, children of these nomadic groups are unable to obtain schooling. Transhumance activities are the greatest challenge for many who have gone to secure structured schooling for girls. Regular periodic relocation is one of the Gujjar community's biggest barriers to education. Much of them abandon their primary level education after their migratory lives. Because, they have mobile schools and are only up to 5th level, who continues to travel with community members during migration, there is no educational facility after 5<sup>th</sup> grade that requires the community members to abandon the schooling. There is a shortage of good teachers who can dedicate their attention to these Gujjar children's schooling. Teachers are hesitant to travel with these nomadic Gujjars, that is why most of them stay illiterate. There is no question that over the last decade, the combination of government apathy and the consequences of militant activity have contributed to a drop in education levels, impacting Gujjar children's educational prospects. Much of the students who go to school



are boys. A relatively limited percentage of girls go to school. Their parents do not allow their girls in going to school themselves. They only involve them in working at home with and taking care of their little brothers and sisters and to make food and do other household work. In their culture, they marry their girls at an early age which is between 16 and 18 years. The researcher interviewed an 80-year-old lady during her study that preferred marrying girls at 15-16 years of age. When asked about the motives, she answered that their daughters were healthy and nothing wrong could happen to them as they were nomads and used to go to the mountains. There were several parents who claimed that if their daughters will go to school, then there will be no one who can take charge of their livestock and the charge of other household chores. The tribal groups, including residential schools for tribal children, have not taken benefit of government schemes for them.

The study indicates that from the very beginning, education backwardness among the nomadic people is one of the main reasons for their insecurity, ignorance and general backwardness. They should have been tackled on a top priority basis. The following recommendations are made on the basis of the results of the report, which will help enhance the working of the government and in turn help the growth of the Gujjar group.

1. The government initiatives for the production of Gujjar should be rendered very concrete and reliable.
2. Priority should be given to initiatives to strengthen the degree of literacy in these regions.
3. To overcome the issue associated with nomadism, appropriate steps should be taken. Corrective steps would then be initiated by the government in order to strengthen the nomadic populations.
4. In order to successfully lead to access to education in nomadic societies, the government needs to enable the private sector to invest in education. This can be done by the offering of rewards to private sectors involved in engaging in education in the societies of nomadic pastoralists.
5. Keeping in mind the educational backwardness, the low enrolment rate of Gujjars, particularly girl children in schools, and the difficulties faced by first-generation learners in non-Gujiri education, it is important to connect the home language of the child with the language of education of the school.

6. To achieve the objective of universalization of primary education among the population, adaptation of mother tongue education to the primary level is important. The government should have sufficient facilities for the learner and at least mid-day lunch, which is the privilege of these students.

7. Any measures to encourage and improve mobile schools should be taken by the state government.

8. In order for more children to benefit, the department could expand the amount of mobile schools in multiple areas.

9. Urdu must be made compulsory and in every school there should be Urdu provision.

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# From Roja to Haider: Bollywood's Portrayal of Kashmiri People

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## Abstract

The Kashmir valley has witnessed a huge socio-political transformation over the years, affecting not just the people who live here, but also the film industry. Bollywood is one such business that has been severely hit by the unrest in the valley. There are many distinctions between films made before and after the 1990s, not just in terms of the number of films made each year, but also in terms of thematic variances. After the 1990s, films made in Kashmir saw a dramatic transformation, with militancy and related concerns dominating the narrative.

Given that Indian cinema has grown into a massive and influential industry, it's important to understand how Bollywood portrayed Kashmiris for its massive audience. In this research, the post-1989 scenario of armed conflict in Kashmir is examined from an Indian viewpoint through content analysis of five Bollywood films produced between 1990 and 2014. The portrayal of Kashmiri characters and the treatment given to Kashmiri Muslims are examined in these films. According to the findings, the character portrayal is one-dimensional and dominant with one good or negative quality. However, there is a weak and erratic change in Indian perspectives on Kashmir. In early films, Kashmiri people's resistance was solely represented as terrorism, but in subsequent films, the hardships of Kashmiris are also depicted.

**Keywords:** *Bollywood films, Kashmiri Muslims, Indian cinema, Kashmiri character, negative quality.*

## Introduction

In conflicts of every kind and severity, cinema has always been an important factor. In defining disputes, controlling or conflicting and ultimately determining the destiny of nations, cinema has emerged as a dominant force. In contemporary times of growing political and international conflicts, with increasing accessibility and the proliferation of alternative media, its importance is transcending limits.

Even in narrative persuasion studies, it has been found that a feature film has a significant effect on the mindset and ideological views of film audiences and characters play a crucial role in such an affective impact (Igartua, 2010). Therefore, since films have this dramatic influence, they have been used as a propaganda weapon for influencing popular sentiment.

Adolf Hitler used films as propaganda in the early 1940s. Even before the use of cinema for Nazi propaganda, back in the 1920s, the Soviet Communist Party used cinema as a medium to spread its political agenda. Hollywood is such an example that there appears

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to be strong relations between industry and the state and its policies. The essence of these ties is not much discussed, but through the content of these films this nexus was noticed (Pindle, 1993; McChesney, 2008). Indian cinema has also grown into a giant industry and is also considered the world's largest cinema industry.

This study concentrates mainly on Bollywood movies about Kashmir. Through the study of these films, it has been assessed how Bollywood has reacted to and attempted to build public opinion on Kashmir and Kashmiris.

### **Bollywood and Kashmir**

Over the years, the Kashmir valley has undergone a major socio-political transition that has influenced not just the people living here, but also the film industry. One such industry is Bollywood, which was seriously impacted by the disruptions in the valley. The films made before and after the 1990s have a lot of differences not only in terms of the number of films made each year, but also in terms of thematic variations.

While Bollywood filmmakers stopped shooting films in Kashmir for some time, the Kashmir conflict has remained a dominant theme in Indian cinema. During this time, the films produced depicted the impetus behind the Kashmiri youth taking up weapons, events involving violence and gore, the Kashmiri Pandit community's mass emigration, etc.

In 1990, resistance of Kashmiri people took a new turn and gained a lot of momentum. India recalls this period as insurgency in Kashmir (Bakaya & Bhatti, 2005). The portrayal of Kashmir totally changed in the 1990s, when Bollywood started to depict it as a place of terrorism and Kashmiris were labelled as terrorists. *Roja* (1992) was the first film to centre its plot around the Kashmir problem. *Roja* depicted politics of division and communalism (Niranjana, 1994).

*Mission Kashmir* reached the screens in 2000 when the state funded counter insurgency was at its peak in the valley. The film depicts the limitations of persons living in a war zone and how, more frequently than not, they are trapped between two opposing groups.

In movies, according to Barsam (2007), there is always an element of selection and manipulation. It does not matter if movies are factual or straightforward mediation; there will always be a hint of these elements present in them (Barsam & Monahan, 2010). In Bollywood movies, Budha (2008) explains how this act of manipulation is linked to nationalism and wars. According to his research, socio-political forms have affected Indian Hindi language war films. Kashmir is bone of contention between Pakistan and

India and few Kashmiri groups are also fighting for independence, so any film on this issue always becomes an epitome of patriotism and jingoism (Mushtaq, Sehrish et. al, 2016).

The present study focuses on the Bollywood adventure of Kashmir in Indian cinema. It investigates the depiction of Kashmiri Muslims through Bollywood, especially after militancy broke out in the Valley in 1990.

### **Objectives**

The main objective of this study is to explore the portrayal of Kashmiri Muslims in Bollywood movies from 1992 to 2014. Since Bollywood is the most popular cultural and social symbol in India, it provides an insight into how the average Indian looks at Kashmiris. Therefore, the following objectives are addressed:

- 1) To analyze portrayal of Kashmiris in Indian films and their themes during 1992-2014
- 2) To study the kind of treatment given to Kashmiri Muslims in these films

### **Methodology**

In order to address these questions, a qualitative content analysis of the films produced on Kashmir between 1992-2014 has been undertaken to study the portrayal of Kashmiri characters and the treatment given to the Kashmiri Muslims. Total five Hindi language movies of Bollywood released from 1992 to 2014 in post-1990 scenario have been selected for analysis. These movies included *Roja* (1992), *Mission Kashmir* (2000), *Yahaan* (2005), *Lamhaa* (2010), and *Haider* (2014). The film *Roja* (1992) was primarily made in Tamil but was subsequently released with Hindi dubbing on national level.

All of the selected films' stories revolve around Kashmir, and we did not consider any other films in which Kashmir is not a central theme.

### **Results and Analysis**

Only those characters from films are considered for portrayal if they appeared on screen for a longer amount of time or if their role had a significant impact on the narrative, even if their appearance was little. Table 1 shows the character composition of Kashmiris in these films.

Films	Kashmiri
Roja (1992)	3
Mission Kashmir (2000)	5
Yahaan (2005)	2
Lamhaa (2010)	5
Haider (2014)	5

**Table 1: Character Composition of Kashmiris in the films**

Three Kashmiri characters appear in Roja (1992). The primary characters of Mission Kashmir (2000), Lamhaa (2010) and Haider (2014) are Kashmiris and two Kashmiri characters appear in Yahaan (2005) as well. As a result, Kashmiri characters are increasingly prevalent in these films.

Table 2 shows how Kashmiris are portrayed in Bollywood films. Terrorists, victims, and neutral characters are the three primary groups of Kashmiri characters. While they are depicted as neither terrorists nor victims, they are described as impartial.

Films	Terrorists	Victims	Neutral
Roja (1992)	2	0	1
Mission Kashmir (2000)	3	1	1
Yahaan (2005)	1	1	0
Lamhaa (2010)	3	1	1
Haider (2014)	2	3	0

**Table 2: Portrayal of Kashmiri Characters**

It is observed that Roja portrays Kashmiris as terrorists. Furthermore, Kashmiri militants and politicians were depicted as harsh and insensitive individuals who did not listen to the pleadings of the main female character, Roja. Only sister of Liaqat (an abductor) is depicted as a neutral character.

Kashmiris are primarily stereotyped as extremists in Mission Kashmir. Three of the primary Kashmiri characters are terrorists who are either aggressive or ruthless. In the film, the police inspector is a vicious man who is responsible for the deaths of innocent people.

The film's lead character is likewise out for vengeance and joins a terrorist organisation, while another Kashmiri character is the organization's leader. The police inspector's wife is afraid of terrorism and is thus portrayed as a victim, whereas the protagonist character's love interest is uncertain and thus appears neutral. Violence on the part of Kashmiris is clearly seen in the film.

In the film *Yahaan*, a Kashmiri Muslim girl is portrayed as a victim who loves an Indian army officer, but her brother is a terrorist who kidnaps and terrorises innocent people.

In the film *Lamhaa*, Kashmiri politicians are typically seen as violent, hence all three seasoned politicians play unfavourable roles. The character of a young female political activist is the victim of older politicians' exploitation. Young male political activist, on the other hand, is shown as a neutral character who is neither a victim nor a terrorist.

Finally, the film *Haider* depicts the plight of Kashmiris. The film depicts the conflict's horrific human cost, including disappearances, military torture, and extrajudicial killings. The main character *Haider* is portrayed as a victim, as are two other Kashmiri characters, his mother and father. Surprisingly, the film's adversary is a Kashmiri who is not a terrorist but a corrupted individual who plotted against his own brother and used brutal ways to deal with his nephew. Another minor character who attracted *Haider* into militancy is a terrorist.

**Table 3 depicts the Kashmir issue as resistance, terrorism, and a problem in chosen films.**

Films	Resistance	Terrorism	Problem
<i>Roja</i> (1992)	0	1	0
<i>Mission Kashmir</i> (2000)	0	1	0
<i>Yahaan</i> (2005)	0	1	0
<i>Lamhaa</i> (2010)	0	1	0
<i>Haider</i> (2014)	1	0	0

**Table 3: Overall Portrayal of Kashmir Issue in the Films**

A Kashmiri separatist group kidnaps a cryptologist working for the Indian intelligence agency in *Roja* in order to further their ambitions. In the film, the Kashmir conflict and Kashmiris are shown in terms of bloodshed and terrorism. Kashmir is shown in *Mission Kashmir* as a place of danger, where terrorists plot against the Indian Prime Minister. The film also depicts how Muslim clerics and Kashmiri militants use Islamic teachings to further destabilise the region.

In *Yahaan*, Kashmir is depicted in two different ways. It is depicted as a beautiful region at times, but it is also depicted as a dangerous place where people only understand the language of guns at other times.

*Lamhaa*, like other films, depicts Kashmir as a hotbed of terrorism and carnage. The entire narrative of the film revolves around deciphering the scheme of a devastating terrorist activity perpetrated by Kashmiris as a result of exploitation by power-hungry



Kashmiri politicians.

Furthermore, Haider appears to diverge from Indian political stance on Kashmir and reveals atrocities done by Indian troops, among other things. The Kashmiri characters in this film are terrorists, conspirators, and oppressed. This film uses Indian persecution as a justification for militancy among Kashmiris, portraying the conflict as a form of resistance rather than terrorism. The film Haider is a story of deep human emotions that is expertly woven around local themes of military supremacy and terrorism.

Tables 1 and 2 provide answers to the first research question, which concerns the portrayal of Kashmiris in Bollywood films.

Table 3 explains treatment of Kashmiri Muslims in answer to second research question. The data from Table 3 shows that the film Roja (1992) was the first to portray Kashmiri resistance as a form of terrorism against India, and later films such as Mission Kashmir (2000), Yahaan (2005), and Lamhaa (2010) followed suit.

Though Lamhaa (2010) is classified as terrorism in Table 3, it also aims to establish a rationale for Kashmiris' terrorist operations by portraying terrorism as a reaction to structural injustice.

The final film on the list, Haider (2014), depicted Kashmir as a conflict-ridden region. Kashmiris are depicted as victims of persecution rather than terrorists in this movie. For the first time in any film, the Indian Army is clearly seen engaging in assault and torture against Kashmiris. However, it just delivers a taste of the oppression and only touches on it in a few sequences, with no well-developed Indian military characters.

Though there does not appear to be a distinct transition trend in the portrayal of the Kashmir issue in these films, there are some noticeable differences in content. Indian cinema appears to have begun to explore the human side of this struggle as well. Previously, filmmakers were mainly interested in the political aspect of the story.

## **Conclusion**

From 1992 until 2014, Kashmir was primarily depicted in Indian films as a hotbed of terrorism and strife. After analysis, it was discovered that Bollywood's narrative lacked well-developed characters. Kashmiri characters in these films have one quality that is so prominent that they appear flat. The majority of films portray Kashmiris as terrorists and traitors, giving them a one-dimensional picture. Though there is a transition from 1992 to 2014, this transition from terrorism to resistance is only visible in one film, Haider (2014). Although it appears that filmmakers have begun to recognise that Kashmir is not

a terrorism issue, they are yet to develop a practical method that can lead to conflict transformation.

The films *Lamhaa* and *Haider* have shown traces of atrocities done by Indian troops. It can be assumed that India has accepted Kashmir as a conflict that has been worsened by poor domestic policies, rather than a conflict that has been resolved.

Although very weak and spotty, there appears to be a shift in the approach by India about the Kashmir issue. The films have begun to depict how the Government of India has treated Kashmiris unfairly, forcing them to resist. In previous films, Kashmiri people's aggression and resistance were depicted as absurd and without rationale. Later films, on the other hand, show a sympathetic portrayal of Kashmiri people's plight. They are also depicted as victims in several films, despite the fact that the cause of their suffering is not solely the Indian army and administration, but also Kashmiris themselves.

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# Decision Making Pattern among Fishers of District Bandipora of Kashmir valley: a Survey

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## ABSTRACT

The purpose of writing this paper was to report on a study of the relative roles of fishers in decision making regarding fishery related matters as well as in household matters in district Bandipora of Kashmir valley. The present study was conducted in Bandipora district of Kashmir valley and the data was collected from 100 fishers (50 men and 50 women) using non probability (purposive sampling) as well as probability technique (simple random sampling). The data collected was analyzed using the SPSS (version 21) software. The decisions and participation in decision making were related both to the occupation as well as household. Women fishers do have enough participation in occupation related decisions. The results of our study revealed that that decision making pattern of fishers in fishery related activities were taken by both men and women. However, a significant difference ( $p < 0.01$ ) was found in decision making regarding purchase of gears, mending and fabrication of nets, catching of fish, sorting, processing and marketing of fish. The fishers were advanced in giving autonomy to women regarding certain decisions like in household matters, occupational matters, etc. It was concluded from our study that there is a need of providing scientific information to the fishers of the study area.

**Keywords:** *Fishes, Bandipora, SPSS, Kashmir valley*

## Introduction

The history of human survival on this planet teaches us that decision making is one characteristic that differentiates humans from rest of the species in the world. Decision making is inherent to every human being. During day-to-day life we are presented with hundreds of examples where we must decide. Decision making is always related to alternatives and to choose among the alternatives is what decision making is all about. Decision making is the essence of the management process and every single human is a manager at individual level. Decisions are made to solve problems, tackling the situations, handling crises and resolving conflicts that are inevitable. In the literature (Varun and Kamad, 2013; Lambeth et al., 2002; Medard et al., 2002; Hussain and Nengroo, 2011), we come across a number of studies related to the topic decision making

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pattern of fishers. Decision Making is defined as a process consisting of the activities which lead up to or result in the choice of an alternative or the commitment to a course of action. Decision making process in family requires more than one member's input and agreement. The family decision making process is a communication activity. Families are confronted with a variety of decisions, including the purchase of products, the selection of items, and the choice of recreational activities and so on. Families use a variety of processes for reaching a decision. It has to be mentioned that, decision making is inextricably bound to values. In decision making, values are communicated within the family and then become part of family's foundation. Participation in decision making process in family matters considers that a female is accounted for in the family. The gender status is a vital aspect that influences the decisions of men and women in any family, and the factors that influence the power that husbands or wives wield in a family determines the decision-making process of the unit. Economists often believe that the family decision-making process is the outcome of conscious choices of each spouse, and the decision-making power of each spouse is determined by economic as well as non-economic factors. Household attributes such as family size and dependency ratio also influence household decision-making. Land, livestock, assets and capital, education and personal capabilities (for example, knowledge and types of skills) comprise the major resource attributes associated with household decision-making processes. In such households, women can be expected to be more involved in tending, livestock and other farm menial work while those from better resourced households may employ extra helping hands. The gender status depends on the gender power, which may refer to access to education, money income, wealth, social roles etc. It is predictable that there have been some changes on the women's status with regard to the authority and decision-making mechanism of family systems along with the access of education and media presence. However, in most of the developing societies gender disparity is very much common even in the times when gender equality is being fought for vigorously. Most of these societies and communities are male dominant in participation and decision making be it about the internal matters of the household or the external ones. Statistics indicates that the annual fish production in the Jammu and Kashmir has crossed 19 tons, out of which 16 tons are produced in Kashmir valley in which district Bandipora is the main production area. It is important to note that fish and fish products are an important means of poverty and nutritional security for the people and during recent year's fish consumption has significantly increased owing also to the realization that consumption of fish and products has health enhancing effects beyond simple nutrition. To author's knowledge, very little work has been done on this topic in Kashmir valley, therefore,

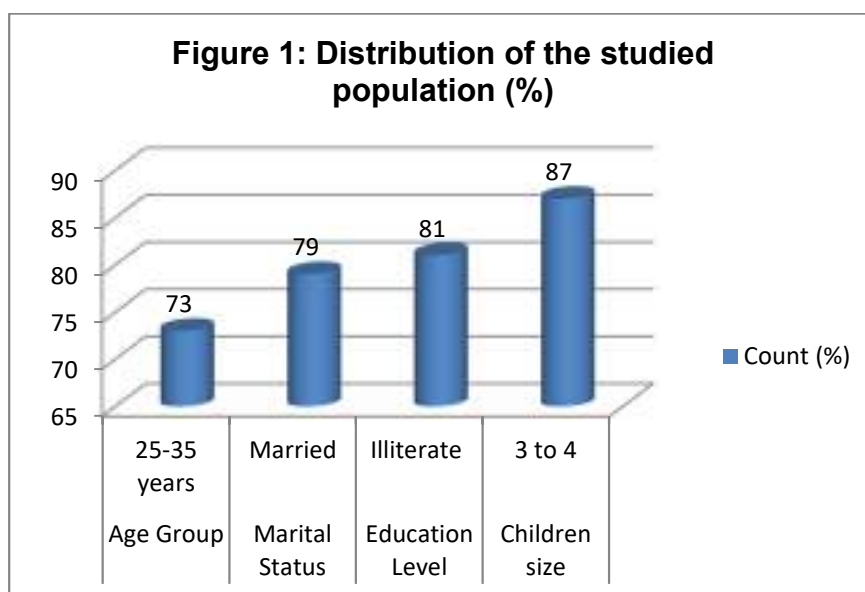
present research work was carried out with an aim to assess the role of fisher men and fisher women of district Bandipora of Kashmir valley in decision making process related to occupation as well as household affairs.

### **Materials and Methods**

The research approach was exploratory in nature to investigate the current status of mentioned fisher folk in terms of decision making patterns in fishery related as well as household matters. The study was cross sectional using non probability convenient sampling technique (purposive sampling) as well as probability method (simple random sampling). A sample of 100 (50 women, 50 men) was chosen from district Bandipora of Kashmir valley. A well structured interview schedule was formulated after keeping in view the objectives of the study and literature available on the topic under study. The current study involves study of decision making pattern in fishing community; most of the questions were subject-centered asking them about their roles in decision making pertaining to occupation as well as household. The study used a 3-point Liker scale to measure the latent variable. The schedule was pre-tested and necessary changes were made and included in the final interview schedule. The data collected was analyzed with the help of standard statistical tools like bar charts, percentages and chi-square test using MS-excel and IBM-SPSS 21.0. In the present study, p- value of  $\leq 0.05$  was regarded statistically significant at 5% level of significance whereas p-value  $\leq 0.01$  was considered as significant at 1% level of significance.

### **Results**

The data presented in Figure 1, shows the distribution of the studied populations as per Age, Marital status, Education, Members in family, Number of children's in family. The data collected from the fishers of the district Bandipora of Kashmir valley revealed that maximum (73%) respondents in the district Bandipora were in the age group of 25-35 years, married (79%), illiterate (81%) and 87% respondents were having 6-8 family members with about 3-4 children in each family.



**Table 1: Decision making pattern of fishers in fishery related matters in district Bandipora:**

Decision making pattern of fishers in fishery related matters	Bandipora												n=100	
	Fisher women						Fisher men						Chi square test	
	To a great extent		To some extent		No participation		To a great extent		To some extent		No participation			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	X <sup>2</sup>	p-value
<b>Fishery related matters</b>														
Purchase of gears	11	22	5	10	34	68	38	76	9	18	3	6	51.499	<0.01
Mending and fabrication of nets	20	40	12	24	18	36	36	72	14	28	0	0	31.059	<0.01
Catching of fish	13	26	5	10	32	64	43	86	7	14	0	0	63.883	<0.01
Sorting of catch	36	72	11	22	3	6	9	18	16	32	25	50	34.412	<0.01
Processing of catch	25	50	18	36	7	14	16	28	12	24	22	44	18.342	<0.01
Marketing of catch	45	90	5	10	0	0	13	26	7	14	30	60	61.325	<0.01
Who contacts dealers and retailers	19	38	13	26	18	36	22	44	15	30	13	26	2.442	>0.05
Who decides to spend money obtained from catch selling?	12	24	4	8	34	68	41	82	9	18	0	0	62.382	<0.01

**The data presented in Table 1, revealed the following: (a). Purchase of gears:** It was observed from Table 1 that in district Bandipora, (22%) fisher women make decision regarding the purchase of gears to a greater extent, and (10%) were involved to some extent and (68%) had no participation. However, (76%) fishermen were involved in decision making regarding the purchase of gears to a greater extent and (18%) were involved to some extent and (6%) had no participation. The chi square test indicates high significant difference between fisherwomen and fishermen of district Bandipora with respect to the purchase of gears ( $p < 0.01$ ).

**(b). Mending and fabrication of nets:** It was revealed that (40%) fisherwomen in Bandipora district make decision regarding mending and fabrication of nets to a greater extent, and (24%) were involved to some extent and (36%) had no participation whereas, (72%) fishermen make decision regarding the mending and fabrication of nets to a greater extent, and (28%) were involved to some extent and none were idle. The chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora with respect to the mending and fabrication of nets ( $p < 0.01$ ).

**(c) Catching of fish:** It was stated that (26%) fisherwomen make decision regarding the catching of fish to a greater extent and, (10%) were involved to some extent and (64%) had no participation. On the contrary, (86%) fishermen were involved in decision making regarding the catching of fish to a greater extent, and (14%) were involved to some extent and (0%) had no participation. The chi square test indicates high significant difference between fisherwomen and fishermen of Bandipora district with respect to the catching of fish ( $p < 0.01$ ).

**(d) Sorting of catch:** It was depicted that (72%) fisherwomen were involved in decision regarding the sorting of catch to a greater extent, and (22%) were involved to some extent and (6%) had no participation whereas, (18%) fishermen were involved in decision making regarding the sorting of fish to a greater extent, and (32%) were involved to some extent and (50%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora with respect to the sorting of fish ( $p < 0.01$ ).

**(e) Processing of fish:** It was revealed that (50%) fisherwomen make decision regarding the processing of fish to greater extent, and (36%) were involved to some extent and (14%) had no participation. However, (28%) fishermen make decision regarding the sorting of fish to a greater extent, and (24%) were involved to some extent and (44%) had

no participation. The chi square test indicates significant difference between fisherwomen and fishermen of Bandipora district with respect to the processing of fish ( $p < 0.01$ ).

**(f) Marketing of fish:** It was found that in district Bandipora, (90%) fisherwomen were involved indecision making regarding the marketing of fish to a greater extent, and (10%) were involved to some extent and (0%) had no participation. However, (26%) fishermen make decision regarding the marketing of fish to a greater extent, and (14%) were involved to some extent and (60%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of Bandipora district with respect to the marketing of fish ( $p < 0.01$ ).

**(g) Contact with dealers and retailers:** It was found that (38%) fisherwomen make decision regarding the contact with dealers and retailers to a greater extent, and (26%) were involved to some extent and (36%) had no participation whereas, (44%) fishermen make decision regarding the contact with dealers and retailers to a greater extent and (30%) were involved to some extent and (26%) had no participation. The chi square test indicates non-significant difference between fisherwomen and fishermen of district Bandipora with respect to the contact with dealers and retailers ( $p > 0.05$ ).

**(h) Expenditure:** It was revealed that (24%) fisherwomen make decision regarding the expenditure to a greater extent, and (8%) were involved to some extent and (68%) had no participation. On the contrary, (82%) fishermen make decision regarding the expenditure to a greater extent, and (18%) were involved to some extent and (0%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora ( $p < 0.01$ ).

Decision making pattern of fishers at home in domestic matters	District Bandipora												n=100	
	Fisher women						Fisher men						Chi square test	
	To a great extent		To some extent		No participation		To a great extent		To some extent		No participation			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	X <sup>2</sup>	p-value
<b>Domestic related matters</b>														
Buying domestic goods	15	30	10	20	25	50	39	78	11	22	0	0	35.714	<0.01
Cooking	49	98	1	2	0	0	2	4	5	10	43	86	88.98	<0.01
New house construction	10	20	7	14	33	72	26	52	21	42	3	6	39.111	<0.01
Renovation of old house	11	22	5	10	34	68	40	80	9	18	1	2	48.747	<0.01



**The data presented in Table 2, revealed the following:**

**(a). Buying domestic goods:** The data presented in Table 2, revealed that fisherwomen (30%) of district Bandipora were involved in buying of domestic goods to a greater extent, and (20%) were involved to some extent and (50%) had no participation. On the contrary, (78%) fishermen were involved in buying of domestic goods to a greater extent, and (22%) were involved to some extent and (0%) have no participation. However, the chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora with respect to the buying of domestic goods ( $p < 0.01$ ).

**(b). Cooking:** It was depicted that (98%) fisherwomen of Bandipora district were involved in decision making regarding cooking matters to a greater extent, and (2%) were involved to some extent and (0%) had no participation whereas, only (4%) fishermen were involved in decision making regarding cooking matters to a greater extent and (10%) were involved to some extent and (86%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of Bandipora district with respect to the cooking matters ( $p < 0.01$ ).

**(c). New house construction:** It was found that (20%) fisherwomen of Bandipora district make decision regarding the construction of new house to a greater extent, and (14%) were involved to some extent and (72%) had no participation. However, (52%) fishermen make decision making regarding the construction of new house to a greater extent, and (42%) were involved to some extent and (6%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora with respect to the construction of new house ( $p < 0.01$ ).

**(d). Renovation of old house:** It was revealed that (22%) fisherwomen make decision regarding the renovation of old house to a greater extent, and (10%) were involved to some extent and (68%) had no participation whereas, (80%) fishermen make decision regarding the renovation of old house to a greater extent, and (18%) were involved to some extent and (2%) had no participation. The chi square test indicates significant difference between fisherwomen and fishermen of district Bandipora with respect to the renovation of old house ( $p < 0.01$ ).

## **Discussion**

The result of the conducted study shows that in district Bandipora mostly fishermen were involved in decision making of the purchasing the gears. During the present investigation it was found that fishermen have more knowledge regarding purchasing the fisheries tools as compared to the fisherwomen. Similar results were reported in a study (Varun and

Kamad, 2013) who indicated that fishermen purchase the gears themselves from the local market. Net mending requires both practice and experience. Most fishing nets today are made by net makers but it is still important for a fisherman to be able to mend his own nets. Fishers should have basic knowledge of how to maintain and repair wear and tear in nets. It is mostly the fishermen in Bandipora district who make decisions regarding mending and fabrication of nets whereas fisherwomen show least involvement in the decision making regarding the same. Similar results were reported in the study (Kleiber, Harris and Vincent, 2014) in which it was found that decision making regarding mending and fabricating of the nets is done by the men in both the districts. Results also revealed that it is mostly the fishermen in Bandipora district make decision regarding catching of the fish where as fisherwomen show least involvement in the decision making regarding the catching of fish. The routine of catching fish is determined by the daily pattern of household activities. The chi square test revealed that there is a significant difference between fishermen and fisherwomen regarding decision making in catching of fish. *Fish sorting* usually involves separating a mixed group of fish into different species, males and females, immature and mature fish, diseased and clean fish, etc. The results of present study revealed that it is mostly fisher women in the district who make decision regarding sorting of fish. Marketing of fish is usually done by women; therefore they mostly sort the fish as per size and species as the selling price of fish varies as per size and species. Fisherwomen in Kashmir can be seen carrying loads of fish on their heads bearing all seasons be it cruel winters, with snow and chill or the tropic summer with blazing heat. Fisherwomen are saleswomen by the day and homemakers by the evening. They get least rest and this takes a toll on their physical and mental health. Same results have been documented by (Lambeth et al.,2002; Medard et al., 2002) who found that women also contribute throughout the value chain including the construction of fishing gears, fish sorting, fish handling, and fish processing. Processing of fish in the district is a female dominated activity. From the results it was revealed that decision making regarding processing of fish was mostly taken by fisherwomen. Fish marketing is a traditional occupation that has been a livelihood for majority of fisherwomen in India. Results of our study revealed that decision making regarding marketing of fish is mostly taken by the fisherwomen of Bandipora district. The chi square test revealed that there is a significant difference between fisherwomen and fishermen of district regarding decision making in case of sorting, processing and marketing of catch. The reason behind is that the women are the primary players in sorting, processing, marketing and selling of the catch. From the results, it was found that fisher men and women collectively make decision regarding contact with dealers and retailers. In district Bandipora fishermen and

fisher women together contact dealers and retailers at home or middle men as well as in the market directly and negotiate prices and quantities of fish with the skill of their negotiation. The chi square test revealed that there is no significant difference between fishermen and fisherwomen under study regarding decision making while contacting dealers and retailers. Despite the fact that women in the district sell the fish to the customers directly, however it was found that majority of the fishers borrow money from contractors and meet their expenses. Therefore many times in order to repay the borrowed money they sell their catch to the contractor. The study revealed that both male and female fishers decide mutually regarding the catch sell and price fixation with the dealers. The standard of living of individual respondents is revealed mainly by the pattern of expenditure of the respondents. From the results it was revealed that fisherwomen and fishermen equally make decision regarding expenditure. The chi square test indicated a non significant difference between fisherwomen and fishermen regarding decision making on expenditure from money obtained from fish selling. While deciding about the buying of domestic goods, it is absolutely male dominated task in Bandipora district. In the Bandipora district purchase of household items is done by the male family members. Similar results have been reported in a study (Hussain. and Nengroo, 2011) where it was found that Decision making pattern regarding home affairs are more or less male domain. The chi square test revealed that there is significant difference between fisherwomen and fisher men under study regarding decision making in buying of domestic goods. This is because fisher women were engaged in marketing activities and didn't have time to buy domestic goods for home as they have busy schedule work for the whole day. The females usually do the cooking. But, in case of deciding about the cooking mostly women make decision regarding cooking. The chi square test revealed that there is a significant difference between fisherwomen and fishermen in the districts when it comes to cooking of food as cooking is wholly and solely female dominated task. Decision pertaining to construction and renovation of houses was mostly taken by male fisher in the districts. These results are very consistent to the previous studies which prove that decision making in fisher community whether in home or outside the home is male dominant. Similar results have been found by (Davis, 1976; Griffiths, Matthews. and Hinde, 2002; Hines, 2007). The chi square indicated that there is a significant difference between fishermen and fisherwomen of Bandipora district regarding decision making about new house construction and renovation of old house.

## Conclusion

The study was started with an aim of studying the decision-making pattern of fishing community in district Bandipora of the Kashmir valley. After initial review an interview schedule was developed to collect the data from the fishers of Bandipora district. Questions were asked about the decision-making choices of the fishers. The decisions and participation in decision making were related both to the occupation as well as household. The research revealed that decision making pattern of fishers in fishery related matters as well as household chores were mostly taken by both men and women. However a significant difference was found in decision making regarding purchase of gears, mending and fabrication of nets, catching of fish, sorting, processing and marketing of fish. It was concluded from our study that there is a need of providing scientific education to the fishers under study.

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## **Role of ICT in Open Distance Learning: Issues and Challenges**

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### **ABSTRACT**

Information and Communication Technology (ICT) is playing a vital role in open and distance learning (ODL) to meet the requirements and expectations of the learners' in large scale. It is difficult to perform the same using any traditional institutional system due to its limited resources. ICT has various proven tools and technologies to meet the requirements of a learner at various phases of learning cycle viz. the admission phase, the learning phase, the evaluation phase and finally the certification phase as a service. Due to heterogeneous requirements in open distance learning, there are issues and challenges that are to be addressed in usage of the technology and the service(s) being provided through ICT. The paper emphasizes the issues and challenges on the computing & network infrastructure, portability with respect to hardware & software and various learner support services. The paper also presents on security issues of a service in terms of its availability, authenticity, confidentiality and access control so that one can ensure a service to the utmost satisfaction of a learner in open distance learning system.

Keywords: - *Open distance learning, ICT, availability, access control, confidentiality*

### **INTRODUCTION**

In distance learning system, learners are remote to the institution and are in large scale. It is difficult for a learner to visit the institution every day to get a service/support as available in a conventional system and at same time, it is even difficult to the institution itself to provide various services to the learners at different phases of a student learning life cycle, due to limited human resource available. Information and Communication Technology (ICT) is a prime resource to overcome such limitations. Information and communication technology is group of technologies by which various support services shall be provided at different phases of student learning life cycle in distance learning. The various phases are the admission phase (program details, fee structure, admission procedure and registration & re-registration), the learning phase (learning schedule, program delivery(lectures through video conferencing, webinars, audio & video programmes, multimedia presentations and case studies), the evaluation phase (examination schedule, internal &external assessment, examinations, improvement, valuation, revaluation and result declaration) and the certification phase ( marks/grades updates, certificate printing & issuing and convocation schedule).

In conventional system, learners are able to interact with one another face-to-face, which

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is a prerequisite to more meaningful social intercourse. Since, there is no such facility in the distance learning, web-based student learning and support system shall be developed and implemented using ICT to provide services at all different phases in student learning life cycle and also for knowledge and information sharing as done in a conventional system of education.

### **ICT Infrastructure in open Distance Learning**

Open distance learning system requires ICT infrastructure to provide various services effectively at different phases of a student life cycle. The ICT infrastructure include the network Infrastructure, the computing infrastructure, the system and application software, the Internet Service Provider(ISP), the bandwidth, the policy framework and the security infrastructure.

#### **The network infrastructure**

The institution, that provides education in open distance learning mode requires a structured network at all its operational nodes (headquarters, the regional and study centers in case of IGNOU also) and interconnected each other through a dedicated network so that all student services can be accessed easily by all operational nodes, students and other public places. The network shall include adequate and standard network components that are used at a gateway and other parts of the structured network. The standard network components are the router, the network switches and the standard network cable (fiber and UTP). Wireless connectivity (Wi-Fi/ Wi-Max) shall also be used, where ever needed.

#### **The computing infrastructure**

The standard computing infrastructure include standard computer hardware such as servers(database servers, web servers, backup/recovery servers and application servers) to host various student learning and support services and personal computers (desktop computers, laptops and net books) to access and use services.

#### **The stable system and application software**

The system and application software is required to develop software for various students learning and support services that are needed at various phases of student learning life cycle. The software is a main component in open distance learning by which various support services shall be provided to students and other public in large scale. The present web technologies support to develop web-based software for various services that can be accessed from anywhere and at anytime. Web technologies broadly categorized as LAMP

(Linux, Apache, MySQL and PHP) and WAMP (Windows, Apache, MySQL and PHP). There are several learning management systems (LMS) available and MOODLE (Modular Object-Oriented Dynamic Learning Environment) is one of popular LMSs. LMS (learning management system) is a complete system that covers all phases of a student learning life cycle.

### **The Internet Service Provider (ISP) and internet bandwidth**

Internet bandwidth is needed to access web-based student learning and support services. The amount of internet bandwidth required is directly proportional to the number of users, who access the service(s) and is one of the parameters to access a service easily with no time. The accessibility of a service depends on the availability of internet bandwidth reserved in a particular institution, where service is hosted. The internet service provider is an organization who provides internet bandwidth.

### **The security infrastructure**

Security infrastructure is essentially required to protect the systems (servers and personal computers), softwares, applications and the data that are being used in an institution, where student are learning and support services are also made available in open distance learning system. Security infrastructure enhances the security of a System/Application/data and is intended to counter security attacks. The gateway (the starting and ending point for inbound and outbound traffic) of systems shall be protected with security devices. The standard security devices are the firewall, intrusion detection system (IDS), intrusion prevention system (IPS), the antivirus software and other monitoring systems. Security for a service shall be ensured by protecting its network domain where service is running, its system domain on which the service is hosted and the service/application itself. Each security device shall be configured with proper access controls.

### **The policy document**

Policy document covers various policies that are to be enforced in an institution where student are learning and support services are made available in an open distance learning system. The policies shall broadly categorized to operational policies, behavioral policies, resource access (system, service and network) control policies, security policies and organizational policies. The policy document is dynamically changed based on need and deed. The policy document helps to setup the ICT infrastructure properly and to have access control.

## **The Challenging issues of ICT Infrastructure Setup & usage in ODL**

Information and communication technologies play a prime role in supporting various services in open distance learning in large scale but at the same time there are many issues and challenges in setup and usage of ICT infrastructure. The following are various issues and challenges:

### **Application/service compatibility with respect to the computer hardware and software**

Technology is changing very frequently, but it is difficult every time to develop application software for various services using such technology. New technology has always flexible features that are needed in ODL system to meet the demands of the learners in large scale, but it is a challenging task to choose ideal hardware and software that have compatibility with existing application software. Application compatibility with respect to hardware and software can be achieved by placing platform independent infrastructure (the hardware, software and applications).

### **Scalability issues**

Open distance learning is a more flexible education system than any other conventional education system. Due to this, the student enrollment is very high and at same time expectations from learners are also high. As learners are more in scale and remote to the institution, most of the activities being performed remotely through the online services that are provided by the institution. Since, the learners and their usage is increasing progressively, time to time ,it is a challenging issue to maintain always scalable resources in terms of memory space, handle number of users and their transactions. This issue can be addressed by anticipating the scalable load at network level, system level, application/service level and data storage level at least for a period of 5 to 7 years and place an adequate computing, storage and network infrastructure.

### **Ensure data compatibility**

As database technology is changing time to time, ensuring data compatibility with changing database technology is a challenging task. If the old data is not compatible with new database technology, it is very difficult to use and access data through various services/applications. Data compatibility problem can be achieved by encouraging data migration process in various stages time to time so that the data is always compatible to new database technology to use and access it all the times.



### **Dynamic allocation of internet bandwidth**

Dynamic allocation of internet bandwidth to a specific service is a challenging issue. The accessibility of a service shall be ensured only with the availability of internet bandwidth as it is one of the prime parameters. As allocation of internet bandwidth to a specific service is directly proportional to the amount of usage of that service, there is a need of dynamically allocation of bandwidth time to time to that service. The problem can be achieved by introducing bandwidth management and load balancing system to ensure availability of a service. As online services are essential in ODL (Innovation in Open and Distance Learning), it is ideal to have more than one ISP so that the availability of a service can be ensured always.

### **Policy updates**

Due to flexibility in open distance learning system, there will be frequent changes in admission criteria, evaluation criteria and even in learning procedure and policies to be adopted accordingly. As there is a frequent change in policies, it is a difficult task to update the policies every time, but if policy updating has not been done in time; it leads to many other operational problems. This issue can be addressed by introducing dynamic policy updating and enforcement approach in open distance learning system.

### **Dedicated network connectivity among various operational nodes**

In open distance learning system, learners are remote to the institution in many ways and getting services through one of its operational nodes (the headquarters, regional and study centers, in case of IGNOU also). It is a difficult to have proper network connectivity among various operational nodes to provide/access services due to non availability of technical manpower. This problem can be achieved by establishing dedicated network connectivity among various operational nodes in form of intranet by using MPLS/VPN technology.

### **Support services**

In open distance learning system, learners are remote to the institution many ways and require various online support services to perform their activities. Since, ODL is a flexible system, the operational policies need to be changed frequently and it is difficult to provide updated support services in time due to laps at various levels in the system. This problem can be addressed by involving all related personnel at the time of initiation of an activity so that its impact on any existing services can be discussed and find timeframe to provide support services in time.

### **Manpower in line with change in technology**

As technology is frequently changing time to time, it is a difficult task to have updated manpower in line with change in technology. It is even very difficult to have such manpower in government organizations. This problem can be achieved by introducing brainstorming and counseling sessions time to time and also to impart training/workshops on change in technology time to time.

### **Security in Open Distance Learning**

In open distance learning, many online learning and support services are made available to its learners and other public. As usage of services is increasing day by day, at the same time hackers/attackers are playing a vital role to deny the service and damage system resources. Security is essential to protect the resources from hackers and in turn protect the sensitive information and data.

Hackers take advantage of different security flaws in a network service, hosting infrastructure and exploit the vulnerability to compromise the system. The following are various security flaws by which a hacker will play a role: **1.**Lack of proper hardening of servers. **2.** Insufficient network boundary security controls **3.** Flaws or bugs in application/service software **4.** Insecure design and coding of hosted software (OS, application, etc.) **5.** Weak passwords. **6.** Social engineering. **7.** Lack of operational control.

Security of a system/service/data shall be ensured by protecting the sensitive resources at network, system and the application/service domains. Some of the security parameters are authentication, access control, availability, confidentiality, integrity and non-repudiation. Violation in any of the parameter leads a breach in security. All these security parameters to be enforced along with security policy on the ICT infrastructure being used in open distance learning. The following are some of the policies to be framed and implemented for smooth functioning of ICT infrastructure in open distance learning system: **1.** Network security policy. **2.** Host/Server security policy. **3.** Application software security. **4.** Database Security. **5.** Content management policy. **6.** Web server logging policy. **7.** Backup a policy. **8.** Password management policy. **9.** Encryption policy Audit, Incident handling and Recovery policy. **11.** Physical security policy.

### **Conclusion**

It is true that ICT is playing a vital role in open distance learning but at same time there are many issues and challenges that are to be addressed for smooth functioning of various

online services that are to be implemented for its learners and other public. In this paper, the required ICT infrastructure and various issues and challenges in usage and setting up of ICT infrastructure in open distance learning are addressed. The institution that is providing education in ODL mode should look at all the addressed issues and challenges and take necessary precautions with a proper action plan along with timeframe.

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# J&K's Higher Education System: in the Perspective of Digital Divide and Skills Gap

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## ABSTRACT

Information and Communication Technology (ICT) has played a vital role in every sector of life in transforming the processes and governance all across. ICT has been immensely contributing in the field of education where teaching, learning and research is the primary goal without which the growth of the educational institute is gridlocked. ICT has changed the global education scenario by introducing different gadgets, techniques and software systems which have changed the discourse of research. Despite the fact, that the ICT has been minimizing the efforts and improving the quality of research around globe, this part of the world, the state of Jammu and Kashmir is hit by a good amount of digital divide. Digital Divide commonly defined as the gap between those who have and who do not have access to computers and the Internet, which has been a central issue on the scholarly and political agenda of new media development (Van Dijk, et. al. 2006). The term “digital divide” in the context of J&K higher education system (HES) refers to the gap between educational stakeholders, at different learning levels with regard to their opportunities of accessing the Information and Communication Technologies (ICTs) and the use of Internet for a wide variety of educational activities. Although the government is providing the ample facilities of ICT in every recognized educational institution but the question of utilization still remains unresolved due to the lack of awareness, digital literacy and effective use of the same. The second major issue pertaining to the J& K HES (History of Education Society) is the mismatch in the demand and supply of the relevant man power to the industries, due to the ample skills gap which has lead to higher rate of unemployment.

The aim of this paper is to mainly focus on certain issues related to digital divide in higher education sector and to find the ways to minimize the digital gap by shifting the focus of academician towards the methods of bridging the skills gap with industry so as to provide the relevant human resources for the later.

**Keywords:** *ICT, digital divide, digital literacy, skills gap, HES (higher education system)*

## Introduction and Problem Statement

Information and communication technology is group of technologies by which various support services shall be provided at different phases of student learning life cycle in Education System (Swati Desai, 2009). The ICT has changed the discourse of life as a whole and has laid a great affect on human life. Every sphere of life has been engulfed by the heavy use of ICT for the governance of public and private sector. Education being the epicenter to every activity of life is no alien to the use of ICT.

ICT has changed the perception and coordination of different steps involved in the

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research. The main pillars of education being teaching, learning and research are greatly influenced by the use of ICT. The use of technology in classroom and research laboratories has altogether improved the quantity and quality of research, with smart classrooms gradually replacing the classical methods of teaching and learning. Computer based simulation has taken the lead role in contemporary research and is reducing the need for accumulating enormous amount of data by generating the same from a simple small sample space. All in all, the global scenario of education has been significantly improved by the use of ICT. Despite the tremendous positive change brought in by the ICT across the globe, this part of world the state of Jammu and Kashmir is severely hit by a daunting presence of digital divide. Digital Divide commonly defined as the gap between those who have and who do not have access to computers and the Internet, has been a central issue on the scholarly and political agenda of new media development (Van Dijk, et. al. 2006) The term “digital divide” in the context of J&K higher education system (HES) refers to the gap between educational stakeholders, at different learning levels with regard to their opportunities of accessing the Information and Communication Technologies (ICTs) and the use of Internet for a wide variety of educational activities.

Digital divide is the latest topic being discussed in almost every forum of Universities of Jammu and Kashmir though under different titles. Institutes of higher learning in the state of Jammu and Kashmir be it Universities or Colleges falling under the aegis of Higher Education Department Jammu and Kashmir have been empowered with a good amount of facilities of ICT which should definitely lead to the minimization of digital divide and help in achieving the better research results and better yield of resources for different Industries, if used meticulously. The educationists of HES of J&K have miserably failed so far in utilizing the ICT be it EDUSAT, Smart Classes, or Personnel Computers or Internet for the purpose of research and yielding a better output in terms of human resources. It has been observed that the ICT is negligibly being used for the purpose of teaching learning and research process in the state of Jammu and Kashmir, which has added to the girth of digital divide.

Although, it is agreed that we don't have the sophisticated ICT enabled lab facilities of ICT in the Govt. Educational Institutes and we are still in the growing phase but a relevant question remains; The ICT resources, which are presently available, being utilized to the optimum level by students and faculty, are they players in HES in a position to take advantage of the existing ICT equipments? If no, where lies the problem? The answer to these questions shall be achieved through the length of this paper after defining the skill gap and its consequences. As far as the state of Jammu and Kashmir is

concerned, its higher education system is yet to come out of the infancy stage in terms of information technology and its effective use in different sectors of life other than the higher education system which has put a shadow on the higher education as well. Govt. of India in March 2010, through its Cabinet Committee on Infrastructure (CCI) approved the establishment of the National Knowledge Network (NKN) at an outlay of Rs 5990 Crore, for facilitating integration of different sectoral networks in the field of research, education, health, commerce and governance, education institutions being its main target. Let's try to find out the impact of NKN in our state, wherein, we have around 15 Institutes connected to the NKN, how far are we getting benefited to the true level, how far has our state been in position to get the colleges connected to the NKN? And are we getting the services as promised. Let's answer the questions one by one. As far as the NKN network is concerned, it provides the high amount of internet bandwidth so as to connect the institutes to the outer world with 1Gbps line with a speed of around 7 to 10 Mbps speed. But as far as the bandwidth that most of our Institutes are getting is somewhere around 100 Mbps, thus shrinking the already divided community further more with an illusion of bridging the gap, which it really is not. NKN has a mandate to make e-Resources available to the higher educational institutes so as to provide a way to research in a better and equipped manner, but so far it has failed given the amount of bandwidth it provides to the major institutes of our state. The NKN is supposed to provide a NKN pop at Srinagar which they have failed to do from last 7 Years, thus limiting the usage of NKN. As far as the prospect of connecting the colleges of the state to the NKN, our state has not done much in this direction, thus doing very less for removing the digital divide. It has been found the few of Universities like Kashmir University, Central University of Kashmir and Central University of Jammu which have subscribed to a good number of e-Resources worth Tens of Millions but the usage of these resources is very minimal given the exposure of our teaching community and student community towards digital literacy, thus creating a huge loss in terms of money as well. Before digging more lets understand the concept of digital literacy. Digital literacy is the ability to use information communication technologies (ICT) to find, evaluate, create and communicate information, which requires technical skills. Although there are number of barriers in bridging the digital divide like economic , infrastructure, high connectivity cost, people with physical disability, language barriers etc. But being a part of developing country, J&K's educational institutes are mostly facing the literacy and skill barriers and as far as the J&K higher education department is concerned, digital literacy remain the core issue because of which there is a huge digital divide. Pertinent to mention that around 22% of the employees doesn't have internet access at work places (P.dubey et. al., 2011) and are

genuinely digital illiterates. But the remaining 78% despite having the facilities are not taking the full advantage of the system because most of them are digitally illiterate and thus cannot be benefited by the facilities. Many major steps have been taken by the govt. to provide basic internet access at various locations by opening Community information of centre. These centers provide IT education and training as well which is a appreciable step. In higher education set up, we have a lot of such population which doesn't need the access only but the literacy as well. To reduce the divide by way of digital literacy department of higher education in its endeavor towards achieving the better results lately has came up with a programme of digital literacy in collaboration with NIELIT which shall surely result in the betterment of the education system and reducing the digital divide. But the question that is worth to ask is, whether we are really applying the learning's into our day to day activities of teaching, learning, research and devising the curriculum and doing away with the classical pattern of teaching and learning, which has made us the agents a phenomenon called as skill gap.

Before, we put forth our view point about the skill gap in the perspective of HES J & K, it's important to define the skill gap. Skill gap may be defined as a gap between what employers want or need their employees to be able to do, and what those employees can actually do when they walk into work or in other words the 'skills gap' is the phrase used to describe the difference between the skills that employers want, as shown by their job advertisements, and those that are available from workers looking for a job (Google .com). The skill gap is the direct outcome of our style of teaching and the drafting of syllabus, which is far from the needs of the market, especially when it comes to the technical and market oriented courses. Skill gap is again a burning issue that is to be tackled by the higher education system of the state of Jammu and Kashmir; we shall be discussing a collaborative solution to the digital divide, skill gap and digital literacy.

### **Effect of Digital Divide and Skill Gap in Higher Education**

The objective of higher education is not only teaching but learning as well. Teachers should have the updated information about the latest happenings around the globe in their respective fields. The teachers need to be preparing their lectures in tandem with the current research and trends in the field before finally delivering the lecture, but in case of higher education institutes of Jammu and Kashmir it is being observed very rarely because of the digital divide and digital literacy. It is not possible for any institute to get the latest edition of books every now and then because of multiple reasons like budget, purchase procedures and availability of latest editions in the native market. The simplest solution to this is to have an access to ICT tools and use the technology for getting the



latest updates about the topics of interest, so that the relative knowledge can be acquired by the teacher well in time. But, because of the digital divide, the higher education system of the state is badly affected as one does not have either access to such resources in totality or even if one has the access but does not have the required bandwidth to access the resources or is digitally illiterate, thus reducing the chances of dissemination of updated information drastically. The two main reasons in HES that affects the usage of ICT are the poor infrastructure related to ICT and another is the lack of awareness about the usage of these tools by the resource persons of the department. As such the limited accessibility and usability of the ICT has resulted in the skill gap that has engulfed the state in the vicious cycle of unemployment as we are unable to produce the skilled man power to the tune of industrial requirements.

### **Bridging the Divide and Skill Gap with Digital Literacy**

With the advancement in technology, the meaning of being literate has undergone drastic change. In contemporary, world being literate is not centric to having just bare reading and writing skills but the literacy closely represents how much a person is aware about latest technologies and how much advantage a person is able to take from the new technologies. Digital Literacy has overpowered the term literacy and is more relevant than literacy in modern times as it defines the ability of a person in delivering his content and disseminate the information using the ICT tools to find, evaluate, create, and communicate the information and content known to him, requiring both cognitive and technical skills. It is very important for a person to be digitally literate nowadays because human evolution has reached to a level where machine rather technology dependency can't be evaded. There are number of examples of software's in HED (Higher Education Department) which are designed for providing better services to the sector but these software's are not properly used due to lack of training and handholding processes thus wasting time, effort and money on the development of such software. It is important for the success of all software to have a proper support and maintenance and follow ups after the implementation. To bridge the digital and skill gap following key points shall be highly helpful:

1. The failures have always turned because of the lack of awareness and lack of usability. This can be tackled by way of employing proper trainings and hand holding workshops of the HES resource and by way of having the proper documentation.
2. Up-gradation of any in place system like EDUSAT, e-learning software's etc is important and its only possible when there is a collaboration with the industry. So it's

important to have collaboration with the outsourcing companies and the original developers of the software and other allied systems.

3. The timely training and workshops should be conducted for those who do not know how to get benefited from the ICT systems.
4. The syllabus should be devised after consulting the people from business and industrial fraternity by involving the people from these walks in the Board of Studies which shall be designed to minimize the skill gap. If the syllabus is framed according to the needs of market, we shall be in a position to meet the expectations of the market which shall eventually lead to minimization of unemployment.
5. Industrial and Market trainings shall be made necessary for every course and at least 8 credits related to ICT shall be made mandatory for every course which shall reduce the digital illiteracy.
6. Proper budgetary provisions shall be made for the procurement of ICT equipments and e-Resources for every institute of the state.
7. To take a cue from the other states of India, let's understand how most of the states of India came out of the then burning issue of digital divide and skill gap. There have been long discussions, meetings, brainstorming sessions in higher education sector regarding the digital divide issues in late 90's and early 2000 at the centre level (UGC and MHRD) and to tackle the problem at larger part of it all over India, Govt. had came with the concept of NASCOM, which was given the mandate of bridging the digital and skill gap. It's in the interest of the state HES that reference study of the recommendations and guidelines proposed and implemented by NASCOM may be taken into consideration and implemented in totality to reduce the digital and skill gaps. Deliberations regarding the effective use of the ICT resources at higher levels are to be carried out as the debate so far has been centered on the actual access to Information and Communication Technologies (ICTs) from a specific telecommunications perspective, with specific preoccupation about physical access to the internet.
8. Inviting guest lecturers from the industry trainer, so that the students at their learning level will have an exposure towards the real work setup and environment.

The above are few of the recommendations, if taken into consideration will surely lead to a better usage of ICT and will minimize the digital and skill gaps.

## Conclusion

The state HES is suffering from “**Digital Divide**” due to the lack of infrastructure and digital literacy which has eventually lead to the phenomenon of “**Skill Gap**” and finally taken toll on the placement of the pass outs from the higher education system by the way of Universities and its constituent colleges. The problem has been reduced to a large extent in the most parts of India by following different guidelines and recommendations made by NASCOM from time to time. The state of Jammu and Kashmir has not been able to follow the queue from recommendations of the NASCOM and is still lagging on the front of digital literacy, digital divide and skill gap. To reduce the digital and skill gap, we need to follow the guidelines made by NASCOM and try to carry out programmes regarding the usage and applications of ICT in different process of teaching learning and research. We should also involve people from industry and market in the board of studies for framing the syllabus of different courses, so that a tailor made product is being supplied to the market with the desired skill set that is demanded by the market which shall eventually lead to minimization of unemployment.

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## Socio-Educational and Political Scenario of Ladakhi Tribals

Sajjad Hussain\*

### ABSTRACT

In this paper, an attempt has been made to study the socio-educational and political scenario of Ladakhi Tribals. For the present study, some suitable primary and secondary data were collected. The study revealed that Ladakh is a hilly region which is situated among the narrow valleys of Himalaya. Union territory of Ladakh consists of two districts which are Kargil and Leh. It is found that most of the outsiders are getting confused with the name of Ladakh and Kargil. Actually Ladakh is the name of whole region under which Kargil and Leh district fall. The historical and geographical conditions of Ladakh approve it as a region which consists of both Leh and Kargil in current times, and before the partition of 1947 Ladakh covers Kargil, Leh, Gilgit, Baltistan, etc. popularly known as the erstwhile Greater Ladakh. It is further found that the people of both these two districts are mostly caring to their socio-religion custom and practices. The study revealed that in past the educational status of Kargil was worse than Leh, but now the educational status of Kargil is better than Leh. With the passage of time people of Ladakh has become civilised and moved ahead. It is also found that Kargil has diverse and unique ethnic groups.

**Key Words:** *Socio-educational scenario; political scenario; Tribal peoples; ethnic groups.*

### Introduction

According to Merriam-Webster Dictionary, the term tribal stands for “a member of an aboriginal people of India” and this term was first used in 1953. In India, Tribes are generally considered as one of the weaker sections of the Indian society. The Govt. of India has recognised tribal people constitutionally under the entitlement of scheduled tribe and provided some sort of reservation for them. Ladakhi tribals are completely different from the other people living in other parts of India in terms of geography, culture, traditions, and customs and so on. Ladakhi tribal’s culture, race, language, religious beliefs and social practices are completely different and unique. Ladakh region was constitutionally and legally recognised as tribal region by government of India, because this region is far away from both centre and state cores of India. Another factor which led to the recognition of Ladakh as tribal region is due to its hilly location, unique and diverse ethnicity and culture etc. It is further found that the routine life of Ladakhi people is simple, mostly religious, and hardworking for their livelihood. The main occupations of Ladakhi tribal are agriculture, trade, and labourers in building and constructing roads etc. Lots of Ladakhi people are depending on agriculture.

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Approximately 20% people are enjoying the professions like teachers, doctors, engineers etc. and rest of the major population spend their lives through hardworking in construction and business sector. There are no big businesses in Ladakh, business to Ladakhis means small shops, not big industries. Because of these reasons, Ladakh is still 'under development'. People wish to make best use of their natural and human resources in order to achieve their social ends. The process which facilitates their effort in this direction is called 'development'; the factors which hinder them in this effort are called 'under development' (Gaubal, 2014).

### **Socio- Educational Scenario**

It is found that the daily lives of Ladakh are in the villages and peripheral areas are still society oriented. It means that village people are mostly caring to their socio-religious customs and practices in marriages and other social functions. The people of Kargil are mostly religious and strong believer of united Islam. The study revealed that in Kargil majority of people are Muslims. Buddhists and Sikhs are falling under the category of minorities. Despite of being diverse religious groups, Kargil district is safe and secure from any type of open communal conflict till date. Kargil is a great example in the field of communal harmony throughout India. The research found that in Leh, Buddhist community is fall under majority and Muslims are under minority. In Leh, Buddhist and Muslim people are very cooperative and responsive to each other in every socio-religious practices. Buddhist people are non-violent in religious beliefs and peaceful in nature. But in both districts of Ladakh, people are still asserting on their social baggage in their socio-cultural practices till date. It is found, there are four major types of races in Kargil Ladakh which are diverse in language, culture and social practices, these races are Purikpa, Balti, Dardi and Sheena. Puriks are also called as Purikpa and these people are mangoloid in linguistic and facial outlook, most of the Purik people are Buddhist conversion to Muslims, the another ethnic race in Ladakh is Balti, these people are very much related to Gilgit and Baltistan of Pakistan in terms of language and culture etc. The third ethnic group in Ladakh is Sheena, and these people have their own mother tongue, Sheena people are also found in Gurez and Tangdar areas of Kashmir. As another race is found in Darchiks and Gharkon areas of Kargil those are Aryans, and that valley is called as Aryan valley in Kargil.

The researcher interpreting the educational system of Ladakhi tribal as according to primary collected data. The education system in Ladakh is very weak due to lots of reasons. In the field of higher education, people of both districts are very curious and eager to gain more and more knowledge and status. But, still, the educational aspirations

of Ladakhi students are remained incomplete. Earlier, in both kargil and Leh, there was only one full fledged college for each district in order to grant quality education to the students. But as of granting UT to Ladakh there are six degree colleges in whole Ladakh. It is also found that due to the establishment of Ladakh University the hardships of respective regional students decreased subsequently. But, still in Kargil College, there are lots of deficiencies like lack of proper infrastructure, functional girl's hostel, lack of experienced and rational teaching faculty which are becoming barriers in the educational walk of students. There are more than 8 universities in Jammu and Kashmir, but in Ladakh, currently only one University has been working for the last 2 years which is unable to introduce all the graduate and post graduate level courses. Due to lack of qualitative educational institutions, Ladakhi students are compelled to move towards Jammu, Kashmir and other parts of India in order to gain quality education despite of facing financial challenges. As a result, majority of Ladakhi students are not able to go outside for pursuing higher education because of their poor financial background and these also resulted to increase the rate of dropouts in Ladakhi higher educational scenario, and again they forced to do labour for their three times bread. So, higher education for a Ladakhi village inhibited poor student is not possible to pursue. But despite of so many difficulties facing by the poor students in Ladakh, they are just rapidly jumping in the ocean of competition and knowledge. It is also because of the system of distance education as introduced by IGNOU, MANUU and KU are proved very much helpful for students in achieving their educational aspirations.

### **Political Scenario**

The researcher found that politically this tribal region is a deprived one as since independence no Ladakhi Member of Parliament has got the status of ministry in the Indian cabinet. Not only this, but within Ladakh there was a political superiority for the people belonging to Leh in terms of Lok Sabha elections as despite being in majority the Kargil district lost the seat of MP to Leh due to the ignorance of common people for about four decades. It is also found that Kargil never got a share in state cabinet ministry till 2002 and it was the first state PDP-Congress coalition Government headed by the then Chief Minister; Late Mufti Mohammad Sayeed who appointed Mr. Haji Nissar Ali as the first Cabinet Minister from Kargil District. This political change proved a mile stone for educational and other developments in Kargil as that new government established twelve more Higher Secondary Schools in Kargil and the number of such schools reached from two to fourteen. In 1995, Ladakh Autonomous Hill Development Council Leh was established to develop the mountainous district in a meaningful way, but the same council

on the same pattern for the welfare of the people of Kargil was established after seven years in 2003. As of 1990s to till date religious organizations of Kargil are playing a vital role in elections, due to which Kargil bagged four times the seat of Member of Parliament Ladakh and got three times the status of cabinet ministers in the state cabinet during the last twenty-five years. Before 1990s, Kargil got nothing on political grounds. Some religious scholars of Kargil like Sheikh Mohammad Hussain Zakiri, Sheikh Ahmad Mohammadi and Haji Asgar Ali Karbalai not only changed the political scenario, but the socio-educational scenario as well. They have opened many grand modern education institutes to uplift the educational standard, took effective steps to give social status to common people and made people politically aware and Kargil begins to win the key seats. But still there is a feeling in the heart of common people of Kargil as they think that both centre and state government prefer Leh district whether they voted for them or not. The common people are expecting that political reforms could be seen in future due to the advancement in educational sector.

### **Conclusion**

UT Ladakh is a hilly and scheduled tribe region comprising of two districts namely Leh and Kargil which is situated among the narrow valleys of mighty Himalaya. Leh is the largest district of Jammu and Kashmir in area and Kargil is the second one. Kargil is also popularly known as the 'Gateway of Himalayas'. The investigator found that most of the outsiders are getting confused with the name of Ladakh and Kargil. Actually, Ladakh is the name of the whole region under which Kargil and Leh district fall. Like many other societies, the Ladakhi Tribal people are dominated by socio-political elites since Independence. Elites grow and develop in every society and compete for power that creates data for a study of political culture (Johari, 2011). The historical and geographical conditions of Ladakh approves it as a region which consists of both Leh and Kargil, and before the partition of 1947 Ladakh covers Kargil, Leh, Gilgit and Baltistan, etc. popularly known as the erstwhile Greater Ladakh.

It is further found that the people of both these two districts are mostly caring to their socio-religion custom and practices. In past the educational status of Kargil was worse than Leh, but now the educational status of Kargil is better than Leh. On the other hand, Leh is still dominant politically. It is also found that Kargil has diverse and unique ethnic groups. It is found that the people of Ladakh are making various changes for effective policies and taking initiatives in order to enhance their daily socio-educational conditions. The people of Ladakh have been struggling constantly to bring the issues on the central level government platform.

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## Risk of Benign Prostatic Hyperplasia (BPH) with Respect to Socio-economic Status: A study

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### Abstract

Benign prostatic hyperplasia (BPH) is a non-malignant condition affecting older men with poorly characterized epidemiology. Androgens play a vital role in its development. The most common manifestations of BPH known as lower urinary tract symptoms are hesitancy, straining, weak flow, prolonged voiding, partial or complete urinary retention and increased frequency of micturition. It was estimated to affect approximately 10% of men in their 30's and 20% of men in their 40's, 60% of men in their 60's, 80% of men in their 70's, and 90% of men in their 80's. It has been found that BPH and prostate cancer is highly prevalent among Africans and in the Diaspora. Interestingly, not enough study is available related to socio-economic group and risk of BPH. The current study has categorized sixty (60) diagnosed and randomly selected cases of BPH as per the standard socio-economic scale, Kuppuswamy's socio-economic status scale. The study reveals a majority (40%) of BPH patients belong to upper-lower class followed by (31.66%) lower-middle and (26.67%) upper middle socio-economic class. We concluded that BPH is more common in men belonging to upper-lower and middle socio-economic classes.

**Key words:** *Benign prostatic hyperplasia, Lower urinary tract symptoms, Epidemiology, socio-economic status.*

### Introduction

Benign prostatic hyperplasia (henceforth BPH) refers to the prostate gland enlargement is a non-malignant condition affecting older men with poorly characterized epidemiology (Das S. 2018). It has been estimated that approximately 10% of men in their 30s, 20% of men in their 40s, 60% of men in their 60s, 80% of men in their 70s, and 90% of men in their 80s, get affected (Roehrborn CG. 2011). Sir Benjamin Bordie has very rightly quoted, "when the hair becomes grey and thin, when there forms a white zone around the cornea, at the same time ordinarily, I dare say invariably, the prostate increases in volume" (Das S. 2018). Due to significant gaps in knowledge, opportunities for future research to further enrich the epidemiological field with robust data. Dihydrotestosterone

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derived from testosterone with the help of 5- $\alpha$  reductase is probably major stimuli for stromal and glandular proliferation of prostate in men with nodular hyperplasia (Nicholson TM & Ricke WA. 2011) & (Kumar V et. al., 2007). The most common manifestations of BPH known as lower urinary tract symptoms (LUTS), are hesitancy, straining, weak flow, prolonged voiding, partial or complete urinary retention, increased frequency of micturition, urgency with urge incontinence, nocturia and painful urination (Longo L, et.al., 2012) & (AUA guidelines 2003). Complications, such as urinary retention, renal insufficiency and bladder stone can occur and if left untreated, surgical intervention is required (AUA guidelines 2003). In BPH, there is reduced quality of life (Kumar V et. al., 2007), and increased annual healthcare cost (Kaplan, A. L. et al. 2015). Different factors are thought to influence the clinical profile of patients suffering from BPH, including the degree of urbanization and ethnicity (Lee SWH, et al.2017). It has been found that prostate volume in men varies regionally across the world; larger in western regions as compared to south East Asian regions (Jin B, et al.1999). Ganepule et, al ., demonstrated in a large sample size of Indian population that the International Prostate Symptom Score (IPSS) is higher at a comparatively lower prostate volume than in western population (Ganpule AP, et.al 2004). Early in the year 2008, it was observed that race and socio-economic status (SES) are independently associated with BPH (Fowke JH, et. al, 2008). Subsequent studies found that BPH and prostate cancer is highly prevalent among Africans and Africans in the Diaspora (Yeboa ED. 2016). Another study, suggests a strongest relationship among BPH patients between profession, education, place of residence and health related quality of life (Kosilvo K, et. al., 2017). Thus, more studies are demanded to understand the risk factor epidemiology of BPH which is indispensable in health service planning and management. A study conducted at Regional Research Institute of Unani Medicine (RRIUM), Srinagar has revealed that the majority of men suffering with BPH were belonging to upper-lower and middle socio-economic class (upper-middle plus lower-middle).

### **Methodology**

The study was conducted at RRIUM, Srinagar, Kashmir, in the year 2018-19. A total of sixty (60) diagnosed cases of BPH selected randomly were interrogated and assessed according to the modified Kappuswamy's socio-economic status (SES) scale, during an experimental study, and the observations so derived were recorded in the case record form (CRF) of each case individually.

**Table1. Kuppuswamy`s socio-economic status (SES) scale (Modified for 2018)**

A) OCCUPATION OF THE HEAD OF THE FAMILY				
SR. NO.	OCCUPATION OF THE HEAD			SCORE
1	LEGISLATORS, SENIOR OFFICIALS & MANAGERS			10
2	PROFESSIONALS			9
3	TECHNICIANS AND ASSOCIATE PROFESSIONALS			8
4	CLERKS			7
5	SKILLED WORKERS AND SHOP & MARKET SALES WORKERS			6
6	SKILLED AGRICULTURAL & FISHERY WORKERS			5
7	CRAFT & RELATED TRADE WORKERS			4
8	PLANT & MACHINE OPERATORS AND ASSEMBLERS			3
9	ELEMENTARY OCCUPATION			2
10	UNEMPLOYED			1
B) EDUCATION OF THE HEAD OF THE FAMILY				
SR. NO.	EDUCATION OF THE HEAD			SCORE
1	PROFESSION OR HONORS			7
2	GRADUATE			6
3	INTERMEDIATE OR DIPLOMA			5
4	HIGH SCHOOL CERTIFICATE			4
5	MIDDLE SCHOOL CERTIFICATE			3
6	PRIMARY SCHOOL CERTIFICATE			2
7	ILLITERATE			1
C) TOTAL MONTHLY INCOME OF THE FAMILY				
SR. NO.	UPDATED MONTHLY FAMILY INCOME IN RS. (2012)	UPDATED MONTHLY FAMILY INCOME IN RS. (2016)	UPDATED MONTHLY FAMILY INCOME IN RS. (2018)	SCORE
1	>30375	> 40430	>126360	12
2	15188-30374	20210-40429	63182-126356	10
3	11362-15187	15160-20209	47266-63178	6
4	7594-11361	10110-15159	31591-47262	4
5	4556-7593	6060-10109	18953-31589	3
6	1521-4555	2021-6059	6327-18984	2
7	<1520	<2020	<6323	1
D) KUPPUSWAMY`S SOCIO-ECONOMIC STATUS (SES) SCALE 2018				
SR. NO.	SCORE		SOCIOECONOMIC CLASS	
1	26-29		UPPER (I)	
2	16-25		UPPER-MIDDLE (II)	
3	11-15		LOWER-MIDDLE (III)	
4	5-10		UPPER-LOWER (IV)	
5	<5		LOWER (V)	

**Case selection criteria**

Diagnosed cases of BPH were randomly selected and included in our study with following criteria;

**a) Inclusion criteria**

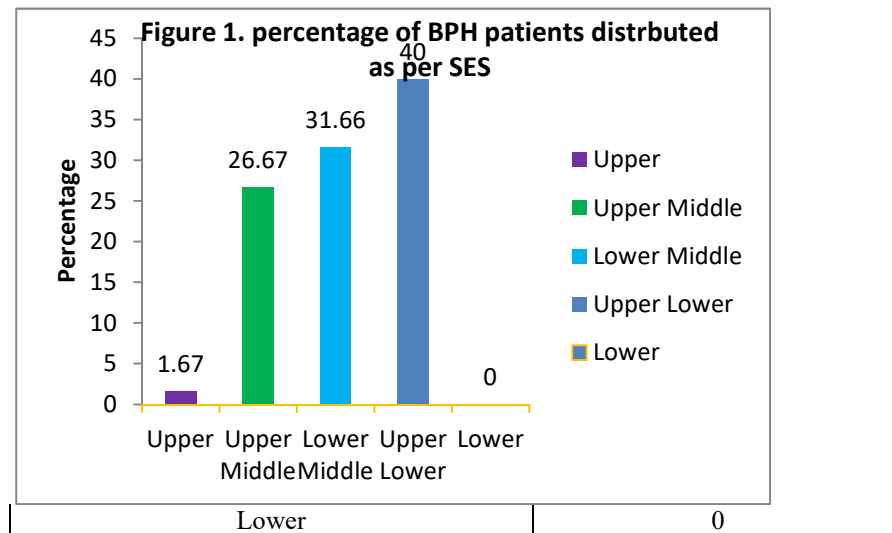
- Men at age group of 40-79 years.
- Patients having of LUTS.

**b) Exclusion criteria**

- Patients < 40 and > 80 years of age.
- Mentally retarded patients.
- Patients with debilitating diseases like chronic heart disease, chronic kidney disease, liver disease and hypertension.

**Results**

socio-economic status	Number of patients
Upper	1
Upper-Middle	16
Lower-Middle	19
Upper-Lower	24



**BPH- Benign prostatic hyperplasia; SES- Socio-economic status**

## Discussion

BPH is a major cause of LUTS and highly disturbing condition in elderly males. As of 2010, BPH affects about 210 million males throughout the world, which corresponds to about 6% of the total population. Current study observes the risk of clinical BPH in relation to SES. A standard SES scale known as Kappuswamy's scale was used to classify the patients in different socio-economic groups. The scale is comprised of 5 classes with different scores based on multiple factors. A score of 26-29 correspond to upper class, score in the range of 16-25 corresponds to upper-middle class, 11-15 to lower-middle class, 5-10 upper-lower and score of <5 corresponds to lower class respectively. For statistical analysis, recorded data was compiled and entered in a spread sheet and then exported to data editor of SPSS version 20.0.

From table No. 2, it is evident that maximum number i.e., 24 (40%) of patients were from upper-lower class of the society, 19 (31.65%) were from lower-middle class, 16 (26.7%) from upper-middle class and only 1 case (1.65%) was belonging to the upper class. No case of lower class was observed in this study.

## Conclusion

BPH is a common disorder of older men affecting their day-to-day activities yet has poorly characterized epidemiology. Understanding, the risk factor epidemiology of BPH for health service planning is thus indispensable. From the current study, we concluded that BPH is more common in men belonging to upper-lower and middle socio-economic class. Although the study was performed with a small sample size may however prove highly beneficial for future researches in understanding epidemiology of BPH.

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## A Comparative Analysis of Crime Victims

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### ABSTRACT

It is the prime duty of a State to protect the rights and liberties of its people. To secure the innocent and punish the guilty. In every civilized society governed by rule of law there is a criminal justice system in place for this purpose. In India the criminal justice system has been performing much below the par and many would say that it has failed to inspire the confidence of the citizens. Some would say that it has failed. When the guilty go unpunished the faith of a common man in the system is shaken. It is both a common perception and a reality that crime continues to increase in India, in fact it proliferates.

Criminal law is absolutely essential in a society for maintaining law and order.

Criminal law has to be strong enough both in its content as well as in its implementation, without being oppressive. Over the centuries, however, the victims have been brought down as a mere witness in the criminal proceeding. Thus the position of victim has varied greatly in human society. These variations reflected in the historical evolution of legal concepts as well as diverse approach of treating the victim in criminal justice system.

A highly respected senior advocate of Supreme Court and a jurist Mr. Fali S. Nariman, in his first book "India's Legal System: Can it be Saved", gives instances when two of the Hon'ble Chief Justices of Supreme Court, while demitting their office had said that the criminal justice system in India is either collapsing or has already collapsed! It was time that this problem had to be tackled, and tackled fast.

It is now accepted that criminal law and criminal procedure could never really lead to *justice* being administered unless and until the system pays respect to the interests of victims of crime. This means that the victim should not just be viewed as an instrument enabling the prosecutor to procure convictions. Rather than dealing with the victim as a tool, which can be used in the process of reporting the crime and later on as a witness, he or she should be considered as the injured party, as a human being with rights of their own that should be structurally taken into account at all stages of the criminal investigation and eventual trial. The general direction of victims' reforms means that the victim has a right to be treated fairly, respectfully, and will have to be paid compensation or restitution for the damages incurred by the criminal offence.

This Research paper will first look into the changing dimension of the status of victims up-to this date under various International instruments and their impact on developed and under developing countries. It also states the worried position of crime victims in Indian Criminal Justice System due to meager provisions for their protection.

**Keywords:** *Victim's, Criminal Justice System, International Covenants, victimology, Magna Carta.*

### INTRODUCTION

Our knowledge about victim is in a state of continuing development. Under most of the legal systems of the world, a victim is merely a complainant who activated the machinery

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of the criminal justice system by bringing evidence and information about illegal acts to the attention of the authorities. A crime victim is only a witness for the prosecution. Since crime is conceptualized as an event that threatened and offended the entire community, and was prosecuted by the State on behalf of the people, the actual victim was treated like just another piece of evidence, a mere exhibit to be discarded after the trial. Under International Law, till the end of World War II, there has been virtually no consideration of the victim's perception of criminal justice system or compensation to the victim of crime by the criminal law and criminologist. Recognizing that the rights of victims had not been adequately addressed, the General Assembly of the United Nations, in 1985, adopted the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (Victims' Declaration). This document, although not a legally binding treaty, sets out the minimum standard for the treatment of crime victims, and has been heralded by some as the *Magna Carta* of the international victims' movement.

#### **POSITION OF VICTIMS UNDER INTERNATIONAL COVENANTS**

There is an international consensus that certain crimes including genocide, crimes against humanity, war crimes, enforced disappearance and torture constitute crimes under international law (hereinafter "international crimes"), and that perpetrators of these crimes must be held accountable, wherever they are committed.

Victim of international crimes are at the very core of the fight against liberty for those crimes. States and criminal justice actors need to be aware of what victims' rights are, and how they can be meaningfully and effectively respected.

The basic purpose of United Nations is to protect the human rights of people and to maintain the peace in this world. Therefore, United Nations has played a great role in protecting the human rights of the victims of crime. One of the most important development in the field of victimology in the last twenty years has been the formal approval by the General Assembly of the United Nations in its 96th plenary meeting on 29th November, 1985 of the "UN Declaration of basic principles of Justice for Victims of Crime and Abuse of power". The Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (UN General Assembly, 1985) considered the '*Magna Carta*' for victims, provides the basic framework of principles which in the last two decades have been vociferously debated and converted as victim's rights by some of the developed countries. The International standards expected of the countries in the treatment of victim's have been elaborately detailed in the UN Handbook on Justice for



victims.<sup>1</sup> At international level it was for the first time that serious efforts were made to define the victim and their rights. The UN Declaration recognized four major components of the rights of victims of crime - Access to justice and fair treatment, Restitution, Compensation and Assistance. The Right to Reparation for victims of Human Rights Violation 1997, Handbook on Justice for Victims' in 1999 and 'UN Convention on Justice and Support for Victims of Crime and Abuse of Power'- 14 November 2005 are the major achievements of victims' rights.

With a view to ensuring that crime victims are not neglected by society, the Declaration gives a comprehensive definition of victim. The definition defines victim as a person who, individually or collectively, have suffered harm, including physical or mental injury, emotional suffering, identified, apprehended, prosecuted or convicted and regardless of the familiar relationship between the perpetrator and the victim. The term "Victim" also includes, where appropriate, the immediate family or dependents of the direct Victim and persons who have suffered harm in intervening to assist Victims in distress or to prevent victimization. It gives victim importance in view of the fact that a victim is normally forgotten in the entire system of administration of economic loss or substantial impairment of their fundamental rights, through acts or omissions that are in violation of criminal laws operative within member states, including those laws prescribing criminal abuse of power. A person may be considered a Victim, under this Declaration, regardless of whether the perpetrator is criminal justice. For the first time in Criminal Justice System, the Declaration proclaims the rights of the victims i.e. the right to information about progress of the proceedings.

The Declaration has made certain suggestions for dealing with the problems of victims of crime. Some of the suggestions which deserve a special note are:<sup>2</sup>

- i. Victims should be treated with compassion and respect for their dignity. They are entitled to access to the mechanisms of justice and to promote redress, as provided for by legislation, for the harm that they have suffered.
- ii. Judicial and administrative mechanisms should be established and strengthened which are necessary to enable Victims to obtain redress through formal or informal procedures that are expeditious, fair, inexpensive and accessible.
- iii. Victims should be informed of their rights in seeking redress through such mechanisms.

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<sup>1</sup>Chockalingam, Kumaravelu, "*Measures for Crime Victims in the Indian Criminal Justice System*", pg. 101.(Available at: <http://www.unafei.or>). accessed on 6- 10- 2018

<sup>2</sup>Qadri, S.M.A "*Criminology and Penology*", New Delhi, Eastern Book Publications, 7<sup>th</sup> Ed. pg. no 587-588

- iv. It is being increasingly realized that the victim must be treated with dignity and respect by the criminal law agencies, viz. The police and the courts. Often secondary victimization results because of the indifferent and callous attitude not only of the criminal law agencies but also of the people in vicinity, hospital and mass media as well. In the USA and some European countries, statutory guidelines in the form of “victim’s Bill of Rights” are being provided.
- v. A victim has hardly any role in the criminal justice system though there is an increasing awareness now that the victim must be given rightful participation in the trial.
- vi. Innovative use is being made of certain sentencing techniques like probation to provide relief to the victim. An offender, in appropriate circumstances, may be released on probation, if willing to compensate the victim.
- vii. Informing Victims of their role and the scope, timing and progress of the proceedings and of the disposition of their cases, especially where serious crimes are involved and where they have requested such information.
- viii. Taking measures to minimize inconvenience to Victims, protect their privacy where necessary, and ensure their safety, as well as that of their families and witnesses on their behalf, from intimidation and retaliation. Avoiding unnecessary delay in the disposition of cases and the execution of orders or decrees granting awards to them.

Before and after the Resolution of 1985 and 2005, several international instruments came up with the provisions for victims' rights, like for instance -

1. **Article 8** of the Universal Declaration of Human Rights, 1948 - It deals with the right to effective remedy through establishment of international tribunal.
2. **Article 2** of the International Covenant on Civil and Political Rights, 1966 - It urges all the members to ensure that any person whose rights or freedom as herein recognized are violated shall have an effective remedy.
3. **Article 6** of the International Convention on the Elimination of All Forms of Racial Discrimination, 1963. It urges the members to provide for protection measures and establish tribunals to provide effective remedy to victims of racial discrimination.
4. **Article 14** of the Convention against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment, 1984- It urges the state parties to develop and maintain a legal system for redresses of grievances of victims of an act of torture.

5. **Article 39** of the Convention on the Rights of the Child, 1989 - It urges the state parties to take appropriate measures to promote physical and psychological recovery of child victims.

### **POSITION OF VICTIMS UNDER ROME STATUTE (ICC)**

An example of pro-victim approach is the newly established International Criminal Court (I.C.C) in the Hague, Netherlands. The I.C.C. is the first international tribunal to give rights to the victim. Inspired by the 1985 U.N Declaration of Basic Principles of Justice for Victims and Abuse of Power, the I.C.C. allows victims to participate in criminal justice proceedings and make it possible for the victims to obtain reparation through the court.<sup>3</sup>

The Rome Statute is the first major international document to place the interests of victims as fundamental to the pursuit of justice. The *Preamble* to the Statute stresses the atrocities committed in the wars of the twentieth century, a source of injustice compounded by the impunity of the offenders. The *Rome statute* of the International Court of Justice recognizes rights relating to the victims. It started with the adoption of “*The Rome Statute of the International Criminal Court*”.<sup>4</sup> It emphasizes on reparation for victims and most of the Basic Principles and Guidelines on reparation have been drawn up within the auspices of United Nation Commission on Human Rights.

**Article 68**, of the *Rome Statute* of 1998 states that:

“Where the personal interest of victims are affected, the court shall permit their views and concerns to be presented and considered at stages of proceedings determined to be appropriated by the court and in a manner which is not prejudiced to or inconsistent with the rights of the accused and in a fair and impartial trial”.

Similarly, **Article 75** of the Rome Statute discusses the measures of compensation, rehabilitation and restitution of victims.

Apart from the above, there are many countries, which have passed specific legislation and schemes for the victims of crime. To name a few of them, for example-

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<sup>3</sup> International Journal of Legal Development And Allied Issues vol. 2 Issue 6

<sup>4</sup> Dated 17<sup>th</sup> July, 1998

## POSITION IN UNITED STATES OF AMERICA

The victimology movement in U.S. started in 1970's and 1980's and became a very powerful movement. Some of the initiatives in the U.S. for the assistance and protection to the victims include the following:

- In 1982, the U.S. Reagan Commissioned the President's Task Force on Victims of Crime under the direction of Assistant Attorney General Lois Haight Harrington. As a result of the recommendation of the Commission, in 1984, the Victims of Crime Act was passed which established the Crime Victims Fund (CVF).
- In April 2004, the U.S. Congress enacted the Crime Victims' Rights Act. This Act identifies the following rights of the victims:
  - i. To be reasonably protected from the accused.
  - ii. To have reasonable, accurate and timely notice of proceedings.
  - iii. To not to be excluded from any such public proceedings.
  - iv. To be reasonably heard.
  - v. To confer with an attorney for the government in the case.
  - vi. To give full and timely restitution as provided by law.
  - vii. To be free from unreasonable delay.

This federal Act was the basis for many states in U.S. to enact state legislation for the victims' protection.

- National Organization for Victim Assistance (NOVA): It was established in 1975 as a national umbrella organization dedicated to expanding current victim services, developing new programs and supporting passage of victims' rights legislation. In addition to this, NOVA also serves as a conduit of information and technical assistance for local and regional victim assistance program.
- Victim Impact Assessment (VIA): In the U.S., one of the most effective tools victims have in the fight against crime is VIA used at the time of sentencing of defendants. Most states allow either oral or written statements, or both, from the victim at the sentence hearing, and require it to be included in the pre- sentence report, given to the judge prior to imposing sentence.<sup>5</sup>

In the United States the Supreme Court ruled that consideration of Victim Impact Statements during sentence hearing was Constitutionally permissible.<sup>6</sup>

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<sup>5</sup>Ibid.

<sup>6</sup>*Payne v. Tennessee*, III S. Ct. 2597(1991)

## **POSITION IN CANADA**

In recognition of the U.N. Declaration on the Rights of the Victims, many provincial governments in Canada enacted victims' right legislation, beginning with Manitoba's Justice for Victims of Crime Act, 1986. The Manitoba legislation included provisions such as crime prevention, mediation, and conciliation and reconciliation procedures as means of assisting victims.

In Canada the Victims Bill of Rights Act was passed in 2015 which gives victims of crime a more effective voice in the criminal justice system, came into force. This legislation creates the Canadian Victims Bill of Rights to provide clear statutory rights at the federal level for victims of crime for the first time in Canada's history. The Canadian Victims Bill of Rights establishes statutory rights to information, protection, and participation and to seek restitution, and it ensures that a complaint process is in place for breaches of these rights by a federal department or agency.

Under the Canadian Victims Bill of Rights, when a victim believes that his or her rights have been breached, the victim first files a complaint with the appropriate federal department or agency. The legislation includes a requirement for all federal departments and agencies that have responsibilities under the Canadian Victims Bill of Rights to have internal complaint mechanisms accessible to victims to review complaints, make recommendations to correct any infringement, and notify victims about the results of the review.

Complaints regarding a provincial or territorial agency, including police, prosecutors, and victim services, will be addressed in accordance with the applicable provincial or territorial legislation. In order to improve the remedies available to victims, the federal government is providing funding through the Victims Fund to provinces and territories to enhance or establish complaint bodies for victims of crime. This funding encourages a level of consistency in the complaints mechanisms available to victims of crime across the country without drawing funds from successful existing programs for victims of crime.

A victim can exercise the rights in the Canadian Victims Bill of Rights while an offence is being investigated or prosecuted and while the offender is subject to the corrections or conditional release process. For cases in which an accused has been found unfit to stand trial or not criminally responsible on account of mental disorder, the victim can exercise the rights while the accused is under the jurisdiction of a court or Review Board.

## POSITION IN FRANCE

In France, crime victims are entitled to become parties to the proceeding from the investigation stage itself. A victim also has a dynamic role in trial stage. Victims can be appointed prosecutors, when the prosecutors fail to act diligently. The role of the victims in the matter of deciding the grant or cancellation of bail, fixing up of compensation is also noteworthy in the French system. In 1993, France attempted to reinforce the possibilities of victim compensation by supplementing the laws in force.<sup>7</sup>

It is interesting to find that the European system assigned a very active role assigned to the victim or his representative in criminal proceedings. For example, in France, all those who suffer damage on account of the commission of an offence are entitled to become parties to the proceedings from the investigation stage itself. He can assist investigation on proper lines and move the court for appropriate directions when the investigation gets delayed or distorted for whatever reasons. His active participation during trial will be of great help in the search for truth without inconveniencing the prosecution. He may suggest questions to the court to be put to witnesses produced in court. He may conduct the proceedings if the public prosecutor does not show due diligence. He can supplement the evidence adduced by the prosecution and put forth his own arguments. He would be of help to the court in the matter of deciding the grant or cancellation of trial. He will adduce evidence in the matter of loss, pain and suffering to decide on his entitlement of interim reliefs and compensation by way of restitution. Wrongful attempts to withdraw or close the prosecution due to extraneous factors can be resisted if the court were to have the continued assistance of the victim. For all these reasons and more, it is clear that if the criminal proceedings have to be fair to both the parties and if the court were to be properly assisted in its search for truth, the law has to recognize the right of victim's participation in investigation, prosecution and trial. If the victim is dead, or otherwise not available this right should vest in the next of kin. It should be possible even for Government Welfare bodies and voluntary organizations registered for welfare of victims of sexual offences, child victims, those in charge of the care of aged and handicapped persons to implead themselves as parties whenever the court finds it appropriate for a just disposal of the case.

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<sup>7</sup>Kritika Singh, "A Socio-Legal Study of Victims Rights In India With Special References to victims Human Rights" pg. 4-6

## **POSITION IN EUROPE**

At the European level, both the council of Europe and the European Union have been involved in setting standards for victim's rights. The Council of Europe in 1983 has formulated the European convention on the compensation of victim of violent crimes which lays down the minimum standards for the provision of state compensation to the victims of crime.<sup>8</sup>The convention was followed by the adoption of Recommendation 85(11) on the position of victim in the framework of criminal law and procedure, 1985.

Within European union, in 1999, the commission issued a communication to the European parliament entitled "crime victims in the European union: reflections on the standards and action", which contained seventeen proposals which are grouped under five main headings: prevention of victimization; assistance to victims; standings of victims in criminal procedure; compensation issues; and general issues and called on member states to implement fair and effective legislation in these areas. Following its adoption in the parliament, the justice and home affairs council adopted the Frame work decision on the standing of victims in criminal proceedings in 2001. 139Unlike other international standards all the rights contained in the framework decision are binding and are directly applicable within the domestic legal order. Thus at European level, also it is evident that victims right have assumed much importance. Hence it could be stated that victim's right has now assumed a prominent position in the international human rights arena and criminal justice discourse.

## **POSITION IN ISLAMIC COUNTRIES**

Modern Society has sought to provide extended protection to the victim through its criminal laws and systems of social security. The different criminal justice systems and other forms of justice have not all followed an identical path of development. In some present-day systems, such as those of Islamic countries and several European Countries, the victims play a key role throughout the criminal justice process.

Involvement of the victims in the punishment process should not be regarded simply as a means of giving them access to retaliation or retribution; it is also a highly effective means of emotional release for victims. Whatever punishment is decreed by the court, if the victims are not consulted, they may feel 'let down' by the system. Involving them can

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<sup>8</sup>Arts. 2 &4 of European Convention

help restore credibility to the legal system, as well as having, in certain cultures, an extra deterrent effect on potential criminals.

The concept of victim involvement is well established in the Islamic system, but is relatively new in the West and has not yet been systematically worked out. Until the 1990s, Western legal systems were primarily concerned with the rights of suspects and offenders. Since then, attention has increasingly been drawn to direct involvement of victims.

The systematic involvement of the victim in the punishment process is unique to Islam. It makes two important contributions in the criminal justice field. Firstly, involvement of the victim appeases the victim who otherwise feels shunned or ignored by the legal system. It is the victim who suffers from the crime first, and therefore must have a say in the punishment or pardoning of the offender.

Thus, the involvement of the victim in the punishment process may also have a deterrent effect on likely offenders. Some offenders may be happy to commit certain acts and face the legal punishment which sometimes, for them, may be a very short imprisonment. But if they believe that their victim(s) might have a say in the punishment which they face, this may deter them. We may also add, here, the spiritual and moral force of forgiveness, if that option is chosen by the victim or victim's party, in inwardly reforming the offender through practical demonstration of unselfishness.

Modern Western legal systems are adapted to a philosophy that regards the individual's life in this world as the be-all and end-all. Very often criminals are treated very leniently because, it is argued, they are victims of circumstances, psychological complexes, nervous disorders, beyond their control. This attitude is contrary to natural justice insofar as it denies to the victims of crime their need to forgive if they choose and are able, or to agree to a compensatory settlement, or to demand the prescribed punishment. Giving the victims a say in the punishment process, according to the Islamic pattern described above, returns to victims their rights and duties in a matter that directly concerns them, and concerns them most. It constitutes a major contribution to the field of victimology and is, characteristically of Islam, a supremely well-balanced approach. It is high time Western legal philosophy and procedures took note of it and learnt from it.

## **CONCLUSION**

Thus it can be concluded that international human rights documents recognizes victims right to protection which include right to protection from being a victim and right against secondary victimization; right to justice and fair treatment which include right to remedy,



right to information and truth,; right to participation, and right to reparation. It is heartening to note that all these international instruments depict unanimity as to right o compensation of victims of crime. This brief analysis of the existing legal framework globally in relation to rights of victims of crime suggests that the reorienting of the different Criminal Justice system of the world to address *the needs of a victims, of crime need not and perhaps should not be exclusive of the need to enforce and protect the rights of suspects as well as the rights of the accused.*

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# Women in Iran: Sassanian Period to modern times

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## Abstract

Zoroastrianism spread to become the dominant religion of Iranian people, who spoke the Pahlavi language, also known as Middle Iranian, a precursor to modern Farsi. As the religion became more wide-spread, the religious class became more powerful. Royal women retained their privileges and were equal to the men' dynasty. Two women of this era, Purandukht (630-31) and Azarmidukht (631-32), daughters of Khusra II, temporarily ascended to the throne. Their reign was short lived however, as the Zoroastrian priesthood was against it. Their rule was only accepted due to the lack of a mature male heir.

Keywords- *Iranian people, Zoroastrianism, Khusra II, Purandukht, Azarmidukht*

## Introduction

### Women in the Sassanian Period

According to the religious teachings and legal writings of the late Sassanid period, women had a lower position in society. Elite women wore a veil to be protected from non-elite men. Wealthy women did not work outside of the home as their main concern was bearing children. Rural and poorer urban women had to work with the men for economic reasons. These women had a central role in trade specialization, such as making carpets and clothing, which were major commodities across the Iranian Plateau. However, in general, women were regarded as equal to children and slaves in terms of legal protection. The legal marriage age was nine years old for women and fifteen years old for men. If a woman could not produce children then the man could get a divorce. If the wife left the house without a specific reason, the punishment for her was death. An expression uncovered by historians from this period was "Women are not smart. Do not tell them your secrets".

### The Islamic Era to the 20<sup>th</sup> Century

During the latter part of the Sassanid Empire, Muslim Arabian armies conquered or assimilated smaller tribes and city-states on their way to the Iranian plateau. Before the rise of Islam, most of the Arabian people were nomadic and women worked with men. Arabic women did not wear a veil, as it had not yet been adopted from the Babylonians. Qur'anic teachings affected women in every aspect of life. Women were not equal to men

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in most respects, but they were obligated to religious rites and duties. During the prophet (PBUH)'s lifetime, the growing prosperity of Mecca had strengthened patriarchal influence in the city. Nevertheless, women enjoyed greater social freedom than those in the contemporary Sassanid or Byzantine empires. But by the end of the first Islamic century women's lives changed and they became gradually less visible. Women's rights and freedoms did not change dramatically in the course of Islamization. Women were still bought and sold, inherited, married at a very young age often to men much older, and generally were regarded as property.

There was an exception in this period of time from the beginning of Islam in Iran to the 20<sup>th</sup> century. In the sixteenth-century Safavid Dynasty came to power. Women in Royal families gained a foothold in state affairs. Like the Achaemenid and early Sassanid period, women again could administer their property and engage in cultural activities. These privileges lasted until the early 18<sup>th</sup> century with the rise of the Qajar Dynasty.

### **The Pahlavi Dynasty**

In 1921, the Qajar Dynasty was on the verge of collapse due to corruption and in fighting. In 1925, Reza Khan, an officer from the Iranian Cossack Brigade instigated a military coup overthrowing Ahmad Shah Qajar, the last Shah of the Qajar Dynasty. Khan changed his name to Pahlavi in reference to ancient Iranian identity and established the Pahlavi Dynasty with the support of the Majlis, the Iranian Parliament. He created an authoritarian parliamentary government that endured until toppled in 1979 amid the Iranian Revolution led by Ayatollah Ruhollah Khomeini (R.A). Reza Shah presented numerous social, financial, and political changes, eventually establishing the framework of the Iranian state which lasted until 1979. Through absolute rule, Reza Shah instituted changes that transformed the lives of Persian women fundamentally.

In 1935, Reza Shah mandated that women were no longer to wear a veil in public. He, his wife, and daughters went to the graduation functions at the Women's Teacher Training College in Tehran the following year. The women of the Pahlavi family were all uncovered, as were the rest of the women in attendance. That year, the University of Tehran admitted its first female students. Women entered areas of the economy where previously they had been formally banned, family laws were altered, and open co-instructive elementary schools were built in 1936. For many, these changes were welcomed and began resurgence in the Women's Suffrage Movement that had begun in the 19<sup>th</sup> century. For others, a forced secularism of the government, with laws banning hijab, were seen as an affront to religious freedom. Reza Shah declared Iran officially

neutral at the start of World War II, allowing German consultants to remain in the country against the protests of the British and Soviet governments. Reza Shah's main motivation was to prevent undue outside influence of foreign governments in Iranian affairs. In 1941, British and Soviet forces invaded Iran and Reza Shah was forced to abdicate to his son, Mohammad Reza Pahlavi, who then became Shah until 1979. Mohammad Reza Shah sided with the Allies in World War II, allowing the flow of supplies, most important of which was oil.

Throughout the reign of Mohammad Reza Shah, changes in women's rights continued, with Queen Farrah Pahlavi at the public forefront of the women's movement. In 1963, Dr. Farrokroo Parsay was elected as the first female member of the Majlis. Parsay was an outspoken proponent for women's rights, having been brought up in a household that stressed the importance of equality. Immediately after the 1979 revolution Parsay, who refused to wear a veil, was executed by firing squad by the new Islamic State. In a letter to her children she noted that, as a physician, she was not afraid of death and would welcome it over accepting the shame of forced hijab.

Other major changes in women's rights came in the form of reproductive rights, with the legalization of contraception and abortion. Women were allowed to sue for divorce, given equal access to children in the event of divorce, and eventually gained the right to vote. With free and open access to information newspapers, television, and radio -Iranians were increasingly aware of the interconnected world and adopted many western fashions and customs. Segregation laws, as interpreted from the Qur'an, were lifted during the Pahlavi Dynasty.

The rapid changes in Iranian lifestyle, including secularization and westernization, inadvertently sparked resentment among religious institutions in Iran. As a result, Mohammad Reza Shah suspended the law banning the veil, making it optional to appease those who saw it as an affront to their religious freedoms. This was not enough however, and in 1979 Ruhollah Khomeini (R.A), who went into exile to France after 15 years of imprisonment by the Shah, led the overthrow of the Pahlavi Dynasty, putting an end to over 4000 years of monarchy in Iran. Little is actually taught about the Pahlavi Dynasty in public schools, and what is taught is heavily biased against the truth. While it is true that the Pahlavi Dynasty had their secret police, the Savak, and it is true that the Dynasty suffered corruption, and numerous other ills of what may have been considered a tyrannical monarchy, in terms of women's rights it was 54 years of unprecedented development toward equality.

## **The Modern Islamic State**

The 1979 Revolution was born out of the growing desire for religious freedom, but many felt betrayed by the institution of Sharia - Muslim Law. Women are once again treated as second-class citizens, analogous to property of men, and subject to very harsh treatment for violation of these laws including public stoning. It is important to note that not all countries dominated by a Muslim population observe such a strict interpretation of Sharia, and those that do have different interpretations. For example, in Saudi Arabia it is illegal for women to drive a car; however in Iran it is legal. The two societies comprise different sects of Islam, but both societies have similarly strict rules regarding personal appearance and division of the population according to gender. It is also important to note that many of the laws instituted in countries that observe Sharia do not come directly from the Qur'an (they didn't have cars in the era of Mohammad (PBUH)) and interpretation of the intent of Qur'anic law varies not just between countries, but by populations within countries as well.

Not all members of the new regime agreed with the new supreme leader, Ayatollah Khomeini, and many of them were also executed. Khomeini institute dimidiante and harsh sentences for anyone who refused the new law. Although the Savak of the Pahlavi era was disbanded, a new secret police force was formed the Savama, or Ministry of National Intelligence. The Revolution of 1979 started in part as a response to the brutality of the Pahlavi Dynasty, but later proved even more ruthless. Many people who took part in the Revolution were imprisoned or executed soon after, as they felt betrayed by the new theocracy and voiced their dissatisfaction publicly. All persons who served in the government of the Pahlavi Dynasty were removed from office, hunted, imprisoned, or executed. The new Islamic State government included some women, such as Zahra Rahnavaard, were highly educated and took part in the overthrow of the Shah. Rahnavaard, wife of Mir-Hussain Mousavi, was considered a "reformer" when in 2005 Mahmood Ahmadijad was elected President. One of Ahmadijad's first moves as President was a purge of all perceived reformers, and she and her husband are serving life sentences in house arrest.

Many women, who previously held prominent positions in society during the Pahlavi Dynasty, were relegated to traditional roles keeping them much closer to home. Some were able to maintain their pre-1979 positions provided there was no conflict with the law including maintaining permission from their husbands. It has been reported that there are more educated women in Iran now than during the Pahlavi Dynasty. The Islamic

State has retained the right for women to obtain an education, but under strict supervision of male family members, and all programs of study must be approved by the government.

It is a simple task to find parallels between the tactics of the Islamic Republic of Iran and those tactics used by other totalitarian regimes. The only differences are in the specific tools used. For Nazi Germany it was the scapegoat of the Jews. For present-day, Iran it is their interpretation of Islam and total control by a megalomaniacal supreme leader, purported to be chosen by Allah. It is a fact well-hidden from the people of Iran that the ruling clerics the Akhoond are extremely wealthy, corrupt, and anything but pious when not subject to public scrutiny. Such statements as this are a death sentence in Iran.

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# Representation of Dalit Women in Literature: A Reading of Chauti Bhint (The Fourth Wall)

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## ABSTRACT

What is Dalit literature? How are Dalit women represented in Dalit literature? Is there any difference between Dalit male writing and Dalit female writings? The present paper proposes to focus on such questions with special reference to a short story titled Chauti Bhint (The Fourth Wall).

**Key words:** *Dalit Literature; Representation; Chauti Bhint;*

## INTRODUCTION

Dr. Babasaheb Ambedkar famously wrote in *Annihilation of Caste (1936)* “You cannot build anything on the foundations of caste. You cannot build a nation; you cannot build up a morality. Anything that you will build on the foundations of caste will crack and never be a whole”.

Dalit Literature is the voice of the oppressed community, seeking justice on the name of caste from the centuries. Authors rising from caste backgrounds are coming forward to engage in this rapidly increasing literary genre. The portrayal of Dalit characters has always remained a sensitive issue in literature. Dalit Literature is a literature of resistance which primarily focuses on the exclusion and marginalization of oppressed communities like Scheduled Caste, Scheduled Tribes and other backward castes, and is fighting for harsh reality of caste system in India. Dalit literature is the voice of all oppressed communities who challenge the rigidity of caste system and demand equality. Dalit literature represents the bitter lived experiences of Dalit's, who are victims of so-called upper classes.

Urmila Pawar :- was born in 1945 in the village of Ratnagiri, Phansawale district, in the Konkan Maharashtra. She pursued her MA from Bombay University and served in the Maharashtra government's social protection department for many years. Her father, Aqun Pawar, was a teacher in a school for untouchables. She had completed his sixth standard in ‘the school of the polluted converts’ where only the children of converted Mahar-Christians went to study. Her father was a very stingy man. He worked as a priest and

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conducted the ceremonies like marriage, worship and death rites for his own people. He was inspired by the philosophy of Ambedkar to educate the children. He lost his first wife and decided to remarry. He got married to Laxmibai, to whom Urmila was born. Laxmibai used to weave cane baskets, storage bins and other household items. The weaving was her family occupation. When Urmila's father died in 1954, the whole responsibility of the house was easily carried by her mother. Her mother raised her children by making baskets which the children sold door to door. Urmila had two sister namely, Shantiakka and Manjulatai, and two brothers Achyut and Shahu. She married to Harish Chandra, an educated boy of Bhiraunde.

### **Pawar as a Dalit Writer**

The writings of Urmila Pawar are focused on her knowledge and are infused with the transparency required for her aesthetic value. Pawar started to write about her childhood for 'the toiling women of her village' and to repay the debt of those women who indulged her so much when she was a child. Her writing actually began with a play *Srikrushanacha Pendhy* when she was studying in sixth standard. Her writing was published for the first time in the Diwali issue of Ababa Haiti, children's magazine in 1989. Her writings about her life got published in the magazines like Akshar, Charvak, Prerak Lalakari and Milan Saryajani. Sahava Bot (Sixth Finger) (1988), Chauthi Bhint(Fourth Wall) (1990) and HachaEk (2004) are her short stories collection. She is well-known for a chronology, Dr. Ambedkar: Jeevankalpat (2003). She is also a former actor of radical Marathi Theater and a playwright.

### **Review of Literature**

In 1975, Urmilla started writing and short stories became her specialty, and number of her short stories is read even in college. Her short story "Kavach" (Armour) was much criticized for its earthy tone, although it is completely honest about the vicious teasing given to low caste women. In 1980's Urmilla Pawar was acclaimed as major Marathi writer, and she has been invited to represent Marathi letters as a short story writer. Urmilla autobiography, *Aaydan* (2003) initially written in Marathi translated into English by Maya Pandit as *The Weave of My Life: A Dalit Woman's Memoirs* (2008) puts forth the changed life of women and captures successfully the transition of the Mahar community. This is an important addition to Dalit literature since, so far, the only Dalit autobiographies are by minimally educated women. It will certainly contain strong views on the well-established patriarchy both outside and inside the Dalit the people. It may deal with the personal tragedy of the death of her son in a railway accident. It will



unquestionably mirror the strength and inventiveness that can be found in Dalit women. Often, Pawar's characters totally overturn patriarchal structures, and sometimes repair and bend them in ways that work with them. Female characters depicted in the context of their own organization as stoic speech opposition, they have an enhanced understanding of their position and are continuously trying to mitigate the inevitable subordination. Pawar weaves the histories of Dalit people together and deliberately undoes each of the links-caste; gender and class-to reflect their characters ' historical subordination. Women in her stories do not write slogans and don't March in movements but fight discrimination on a daily basis in the circumstances in which they find themselves.

## **DISCUSSIONS**

Chauthi Bhint, a tale originally written in Marathi translated into English as (The Fourth Wall) is one of the best known stories of Urmilla Pawar, and Urmilla herself is probably the most famous Dalit woman novelist. Chauthi Bhint(Fourth Wall) got awarded with Shakuntala Nene Award in Mumbai in 1992. The Fourth Wall indirectly touches upon the problems of idealism and caste. This reflects on a family crisis, which lays bare the difference between idealism and social reality in a silent yet compassionate way. The caste status becomes an unnecessary burden which is taken to the farthest end of life from conception. Unfortunately, even the educated and elderly are not spared from its ill effects.

The story of *The Fourth Wall* revolves around Pandurang Medhekar (Nana) who no longer finds tranquility and pleasure in 'Samadhan' the building where he lives. Over a matter of charity, a tussle arises between Nana and his sons. The story highlights the fact that often men who glorify great social leaders publicly are hypocritical and self-centered in private lives. The entire drama begins on the eve of Nana's retirement from postal services. The humble Nana is worried by the patronizing speeches that memorialize the immense service to mankind by the social reformers like Mahatma Phule, Dr Ambedkar and the comparison between an ordinary person like him and these great legendary figures. Nana, who has devoted his life time for his 'family' is surprised to hear high flown words such as "social responsibility", repaying "debt to society" and being addressed as "servant of society" "great benefactor" and "lover of knowledge". Nana feels that he too owes lot to the society of which he has been a part and passionately announces fifty thousand rupees as a donation towards the construction of a cultural centre. The forthcoming cultural centre proposes to have kindergarten for children, sewing classes for women, literacy classes for the uneducated and support for the needy and helpless. The gesture of Nana originates genuinely from his love of fellow beings and

his sense of social responsibility. Ironically, Nana knows little that his decision would soon put him in trouble and make him one of the helpless and needy he wants to support. By contacting his family members, Nana's action at the spur of the moment leaves him a vulnerable and powerless human when everyone turns cruelly on him. Nana's zest for helping society, his heart full of love and contentment gets little encouragement or praise from his sons and daughters in law who are greedy. Their behavior against him is changing drastically. All members of his family rebuke him for his charity and their barbed words sound like poison to his ears. His sons are chastising him for preferring his family to the community while giving away a large proportion of his income. The wretched Nana is reminded of money matters, and casts a shadow of gloom and desolation upon his life's evening phase. Nana is left vulnerable and dejected to endure shame and insults hurled by members of his own family despite countless hardships and life time support for his country.

Language will inflict deeper wounds and his own people's misbehavior leaves Nana utterly shook. He is cruelly forced out of the house, and his disrespectful sons are being told to go to his home. The condition of Nana appears as that of Shakespearian King Lear who in his old age is exposed to the storm of life. Nana is shamelessly told that "he is no longer useful to his sons". They boldly accuse him of making a show of social service and generosity to gain public approval and honor. Unable to bear all this torture and suffering, Nana goes away the house and assisted by his neighbor, Manohar reaches an Old Age home, 'Evening Shadows'.

The second part of the story depicts the residence of Nana at the Old Age Home Evening Shadows'. He and three others, Joshi, Rasal and Savant, are asked to share a bed. The trio tells him to unpack his things and to put pictures of gods on the fourth wall that belongs to him. Nana is in shock. Already a misfit in his own home, Nana is now confronted by social exclusion, becoming insecure in the fresh refuge that no longer seems to give his troubled soul any relief. The trio knows his whereabouts and is especially keen to learn about his caste. He is stereotyped and treated as 'Other', the moment they came to know that he belongs to different caste. Nana's negligence enters a full circle with his age-old friends refusing to accept him. The old age that symbolizes wisdom, humanity, empathy is paradoxically incapable of growing out of its antipathy and caste insensitivity. Sadly, neither the family he dedicated his entire life for nor his current roommates appear enough radical to include him in their classes or their lives. His utter marginalization by his loved ones and his fellow beings is a compelling statement on the hypocritical culture and its double standards. The subtle idealism clashes clearly with the harsh facts that

impose upon him. He is forced to agree to certain regulations that in normal circumstances he would not have compromised. Time appears to check the determination for Nana. Manohar tries to reason out by making things bearable for him and encourages him to follow the rules by putting up a few pictures of idols, observing the timings of prayers and donating fifty rupees for pujas and religious rituals every month. The atheist Nana, a firm believer in Dr Ambedkar's ideals, is left abandoned on the mercy of destiny. Everything Nana's hopes of finding happiness and love in her remaining life are ruined by his orthodox companions 'unfeeling coldness and rigidity. Dismayed Nana "realized that home for the aged meant a common life for those of the same age, and the same sad situation. "Everybody would be considerate to the other and with a free, liberated mind and they would go fearlessly towards the final end" (p.27).

Nana's soul is further tortured with grief as he watches the inmates haggling with a few ascetic including boys barely twelve years old with almost naked, emaciated bodies, wrinkled faces, covered with bee-bite boils and frozen eyes. The band has small children and older people than Nana who have come to sell honey cakes, sealing wax bits, and herbal medicines and wild herbs.

Nana is an unwanted member back in his house, and is implicitly forced to declare his identity by disclosing his surname and roots. Unfortunately, our society's surnames are identical with the identity of castes. Although each has experienced similar traumatic experiences, being deserted after being penniless, when they find the fourth wall empty, they are uncomfortable. These hallow walls literally and metaphorically become an issue for Nana. Being an atheist becomes an unforgivable sin which elevates between them an invisible wall of ignorance and inhumanity. Regardless of the matter how much Nana seeks to pacify and eradicate the source of differences, his personality becomes the cause of alienation and suffering. His avoidance of the questions and insinuating remarks about his caste receive more cold responses from his roommates and indifference. His 'otherness' is confirmed'. It leads in a more traumatic marginalization in which he is overlooked, polite contact is interrupted and his frustration and alienation become more intense. The heart-broken Nana finds comfort only when his old aunt, who had warned him of his sons, selfish disposition and egoistic intentions, returns as a great support and relief. She decides to take him to his ancestral place. The empty wall of 'caste' makes him a cast- away. This unnoticed wall built by his so- called learned friends leaves a profound impact on Nana's tormented soul. The conservative, narrow minded people around him saddened all his efforts to belong or fit in the new social community. Soon,

he realizes there is no point in making any further efforts to belong to this society which is completely disintegrated and segregated by its narrow loyalties.

The main issue that needs to be addressed is about the caste system's long cast shadow, which cannot be easily shed away, and which seems to pervade human life as a whole, and it sticks like a burr to existence. This inseparable existence leads to separation and absolute discrimination. One is eventually led to wonder, how necessary are surnames for our survival? Can they not be scrapped to create an egalitarian society? Why the education is not modifying the mindsets of these narrow people? The story proposes that caste system still has not been completely abolished from our social system and is blatant in Indian societies. This so-called modern moan has lost the basic things of humanity. There is an urgent need to respect each other's individuality and human rights. The shades of caste and status thrown over should be shed for a bright future and genuine joy, which only an egalitarian society can promise.

One might well wonder, what is that tale about Dalit? Other than that, it addresses caste subtly and finishes not so subtly with the image of Ambedkar on the fourth wall of a space with depictions of gods on the other three walls. What's feminine or womanly about it, other than the very end presence of a strong woman in the village? Dalit's writing has a certain definable consistency and a distinction between female and male writing. Urmilla Pawar mixes the common theme of praising Ambedkar and glorifying social work. She shows no hesitation in revealing a family's brutality. The distinctive feature of Dalit women writers, particularly the patriarchy, is their capacity to critique both caste Hindu culture and Dalit society. As Urmilla asked the Sparrow series interviewer that the callous treatment of women by people within the Dalit group should be acknowledged: "You (male Dalit writers) set out to write the truth about your own life. So, to write about only one aspect of your life is not very fair. Life should be written about from every angle. You should write about your mistakes also."

Urmilla speaks about the unkindness of those committed to the Ambedkar cause as they risk their own welfare. The greatest idealist of her story is a peasant woman who has been neglected by all but in a somewhat vague conclusion turns out to be the solver of the problems. Her reports are calm; worried about the issues that anybody could have, based on a personal or family crisis. There Nana, a no one, has the courage to leave his unkind sons and to reveal who he is to his high caste room-mates in an old people's home, but without cinematic overtones. Like some of her other tales, the people (the sons) are not overbearingly oppressive in this story; they and their spouses are similarly stubborn about the lack of a "righteous" inheritance. In many of the tales of Urmilla the roles of women

are treated with great sympathy. This story is not about Urmila's own life, as many Dalit writings are, but simply reflects a human situation. However, the stout aunt may be modeled after an aunt of her mother's who loved her deeply.

Urmila Pawar's writings are not just about recording the historical injustice but also about the gendered relations of every day. There are certain characteristics which categorizes men women in society. But this categorization is more psychological. 'Gender' is just a socially constructed idea about the behavior and role a particular 'sex' performs, and while sex is biological. In this classification men are considered to be bold, strong, assertive, independent, aspiring, and rational and on the contrary, Women were considered to be timid, yielding, gentle, dependent, self-sacrificing, emotional, and intuitive. Though women qualities are appreciated and they are worshiped for being great but on the contrary women are exploited and humiliated because of these great qualities. Women have accepted this patriarchy and discrimination unconsciously and sometimes were forced to remain mute but how long. With the inception education and social movements brought a change within women's conscious and a sense that they too should have equal rights justices. And it was with influence of western culture and education that women in Indian came in contact with these changes. For the equal rights and equal opportunities women organized themselves. Women started taking part in social movements for the sake of women. Not only through movements but they also adopted writing as a medium to protest and demand for equal rights. In this process of writing, Elaine Showalter (1941) in her classical work *A Literature of their Own* (1977) discusses the female literary tradition which she analyses as an evolution through three phases, the Feminine (1840-1880), Feminist (1880-1920) and Female (1920-to till around 1960). Showalter calls the first phase as "feminine", a phase of imitation, when women wrote with male pseudonyms; the second as the feminist phase (the phase of protest) when women won voting rights; the third phase as the female phase when women's writing entered a new phase of self-awareness. Feminism is not simply a discourse to be analyzed but a technique to carry social change. Feminist criticism seeks to expose the mechanism of writing related to gender issues. They study the patriarchal society depicted in works. Women started voicing their concerns in the form of writing and with writing different genres they brooked the canon the women are frail or in the words of Shakespeare 'frailty they name is women' is no more tolerated by them. Urmilla felt the need to write for herself and her entire community of Dalit women. Her voice is the voice of every Dalit women, their concern, their torture, anguish and pain.

## CONCLUSION

Writing from the margins, Urmila Pawar kept challenging the divisions of caste-based society, and her short story *The Fourth Wall* is one of the best examples. Pawar weaves the histories of Dalit people links-caste; gender and class-to reflect their characters' historical subordination. Pawar's fiction is a place where she imagines different, better, and more gender-sensitive outcomes in her real life and demands for an egalitarian society. Also characterized by language, Dalit literature is layered with implicit connotations of the caste-gender. Dalit Literature is a way to combat systemic injustice: first, by learning about the past and then following the history to see how oppression persists in the current. Pawar's short stories depicts the horrible social roles of caste, class and gender and their cumulative effects on women's lives are brought to light and questioned; their intersections but also the alienation that comes with those axes of distinction.

The complexity of life has existed with race, class and gender burdens: how do these people dissent? Are they complaining? What form does their protest take? Pawar's work on some of these issues is a significant discovery or starting of enquiry.

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## **Clinical study to compare safety and efficacy of *Kalawnji (Nigella sativa)* with Metformin Patients**

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### **ABSTRACT**

PCOS is one of the commonest metabolic disorders. It is the lifestyle syndrome characterized by menstrual disturbances, acne, hirsutism, weight gain and obesity. The prevalence is 61.18 % in young Kashmiri women. Even Indian National Family Survey (NFHS) indicates that at least 60% of married Kashmiri women report one PCOS or more reproductive health problems which are significantly higher in comparison to the all India average of 40 %. It occurs in one in five women, the current incidence of PCOS is 5-6% is fast increasing due to change in the lifestyle and stress. It is also becoming a common problem amongst adolescents, developing soon after puberty. It is prevalent in young reproductive age group (20-30%). PCOD is nowadays seen in young women who are overweight. Many girls who develop PCOS are overweight in childhood and obesity is clearly a risk factor.

The Study was conducted in the Regional Research Institute of Unani Medicine after ethical approval. An Open Randomised clinical study was conducted on 66 patients divided into two groups 33 patients in group A and 33 patients in group B. Diagnosed females of PCOS between age 14 to 43 years were taken in the study after obtaining written informed consent. There were some social parameters and some clinical parameters that were taken in the study. The follow up was carried out after every 15 days. The results were taken after two months.

It is found that maximum PCOS patients were present in the age group of 20 – 25 years. Out of 66 patients 56 were unmarried and 10 were married, 55 were of urban area and only 11 were of rural area. It is found that occupation / work load has effect in PCOS, students, scholars, working women suffers more in comparison to homemaker. Out of 66 patients 1 was from lower class, 1 was from upper class, 23 were from lower middle class, 10 were from upper lower class and 31 belongs to upper middle class. The 60 patients have mixed dietary habit followed by 5 non vegetarian and 1 was pure vegetarian. Out of 66 patients 30 were obese and their colour of skin was whitish, 29 were found of normal built whereas 7 patients were lean, suggests that it is usually occur in fair and obese girls.

The determinants of health viz. age, marital status, genetics, race, ethnicity, nutrition, environment and socioeconomic status have relationship with PCOS.

**Keywords:** *PCOS, Social, Patients, socio economic status, obesity.*

### **Introduction**

The term poly is derived from Greek word “Polus” which means numerous (Kalimuddin,

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1997).Cyst is derived from Greek word “Kystis” which means *Tukhm daan* or *Baiza daan* (Kalimuddin, 1994).Ovary is female gonad that produce ova (Singh, 2014 & Singh, 2011).In Latin it is called ovarium (Gosling, 1991). Syndrome is derived from Greek word “Syndromos” meaning running together (Aziz, 2002).

It is clinically defined as a syndrome manifested by amenorrhoea, hirsutism and obesity associated with enlarged polycystic ovaries (Dutta, 2013).

It is heterogeneous disorder, characterised by excessive androgen production by the ovaries mainly. It is polygenic and multifactorial condition (Dutta, 2013).

Presence of any two out of the three following criteria is essential to define PCOS (ESHRE / ASRM): European society for human Reproduction and Embryology / American Society for Reproductive medicine.

1. Oligo and /or anovulation
2. Hyperandrogenism (clinical or biochemical).
3. Polycystic Ovaries (Dutta, 2013).

It describes a constellation of clinical and biochemical features (Table A) for which primary cause remains uncertain. It often affects several family members and is aggravated by obesity. Women with PCOS vary in the severity and combination of features that they manifest; the diagnosis is usually made during investigation of patients presenting with hirsutism, amenorrhoea/ Oligomenorrhea with or without sterility. There is no universally accepted definition, but it has been recommended that PCOS requires the presence of two of the following three features (Colledge NR, 2010).

- Menstrual irregularities
- Clinical or biochemical androgen excess
- Multiple cysts in the Ovaries (Colledge NR, 2010).



**Table A (Colledge NR, 2010)**

S. No.	Mechanisms causing manifestations of PCOS	Manifestations
1	Pituitary dysfunction	High serum LH High serum Prolactin
2	Anovulatory menstrual cycles	Oligomenorrhea Secondary amenorrhoea Cystic ovaries Sterility
3	Androgen excess	Hirsutism Acne
4	Obesity	Hyperglycaemia Elevated oestrogens
5	Insulin resistance	Dyslipidaemia Hypertension

The Polycystic ovary syndrome (PCOS) is a heterogeneous collection of signs and symptoms that gathered together form a spectrum of a disorder with a mild presentation in some, while in others a severe disturbance, reproductive, endocrine and metabolic function. The pathophysiology of the PCOS appears multifactorial and polygenic. The definition of the syndrome has been much debated. Key features include menstrual cycle disturbance, hyperandrogenism and obesity. At a recent joint ESHRE / ASRM (European society for human Reproduction and Embryology / American Society for Reproductive medicine) consensus meeting a refined definition of the PCOS was agreed: namely the presence of two out of the following three criteria:

1. Oligo- and /or anovulation;
2. Hyperandrogenism (clinical and / or biochemical);
3. Polycystic ovaries (The Rotterdam ESHRE / ASRM- sponsored PCOS consensus workshop group, 2004) (Edmonds, n.d).

It occur in one in five women, (Williams, 1989) the current incidence of PCOS is 5-6% is fast increasing due to change in the lifestyle and stress. It is also becoming a common problem amongst adolescents, developing soon after puberty (Padubidri, 2013). It is prevalent in young reproductive age group (20-30%) (Dutta 2013). PCOD is nowadays seen in young women who are overweight (Padubidri, 2013). Many girls who develop PCOS are overweight in childhood and obesity is clearly a risk factor (Goldman, 2016). Obesity alone can lead to a polycystic ovarian - like syndrome, with the degree of obesity required to cause anovulation varying widely. The increase in the prevalence of

obesity is leading to an increased prevalence of PCOS. All such patients are well oestrogenised regardless of whether they present with primary or secondary amenorrhea or dysfunctional bleeding (Goldman, 2016). PCOS often affects several family members and is aggravated by obesity. Women with PCOS vary in the severity and combination of features that they manifest (Colledge NR, 2010) approximately half of the patients with PCOS are obese (Padubidri, 2013). Obesity is significantly associated with an increased risk of hirsutism, menstrual cycle disturbance and an elevated serum testosterone concentration. Obesity is also associated with an increased rate of sterility and menstrual cycle disturbance (Edmonds, n.d). Recent data suggest that the amount of time spent in sedentary activities (e.g. watching television, using the computer) is an independent predictor of metabolic abnormalities associated with obesity. The evidence indicates that more time spent in sedentary activities pursuits is associated with an increased risk of overweight and obesity. The increase in the prevalence of obesity is leading to an increased prevalence of PCOS. Obesity is associated with abnormalities of endocrine system, one of the most common being polycystic ovarian syndrome (Goldman, 2016).

The prevalence is 61.18 % in young Kashmiri women (Ganie, 2020). Even Indian National Family Survey (NFHS) indicates that at least 60% of married Kashmiri women report one PCOS or more reproductive health problems which are significantly higher in comparison to the All India average of 40 % (Gazi 2019). The highest reported prevalence of PCOS has been 52 % among South Asian immigrants in Britain, of whom 49.1% had menstrual irregularity. South Asian women with PCOS had a comparable degree of insulin resistance to controls with established type 2 diabetes mellitus. Insulin resistance and hyperinsulinemia are common antecedents of type 2 diabetes and has also a familial basis, inherited as a complex genetic trait that interacts with environmental factors, chiefly nutrition, commencing from foetal life. South Asians with anovulatory PCOS have greater insulin resistance and more severe symptoms of the syndrome than anovulatory white Caucasians with PCOS. Furthermore, women from South Asia, living in the UK appear to express symptoms at an early age than their Caucasian British Counterparts (Edmonds, n.d).

It has been mentioned that menstruation in cold region occurs late and in hot region it occurs early (Baghdadi 2007). The use of cold water makes disturbance in menstrual cycles (Razi, 2001 & Qarshi, 2011). The females of Rome drink the ice water that is why their menstrual cycles are disturbed (Razi 2001). It usually occurs in fair and to those girls whose temperament is *Balghami* (Phlegmatic) (Razi, 2001, Khan, n.d, Kabiruudin, 2003,

Ibnsina, 2010, Baghdadi, 2007). The cold region has also some effect on menstrual cycles and leads to *Uqr* (sterility) (Hamdani, 2018).

The PCOS is familial and various aspects of the syndrome may be differentially inherited (Edmonds, n.d).Genetics studies have identified a link between PCOS and disordered insulin metabolism and indicate that the syndrome may be the presentation of a complex genetic trait disorder. The features of obesity, hyperinsulinemia and hyper androgenemia which are commonly seen in PCOS are also known to be factors which confer an increased risk of cardiovascular disease and non – insulin dependent diabetes mellitus (NIDDM). There are studies which indicate that women with PCOS have an increased risk for these diseases which pose long- term risks for health and this evidence has prompted debate as to the need for screening women for PCOS (Edmonds, n.d).Polycystic ovaries are part of a genetically inherited condition associated with subfertility, irregular periods, androgenic signs, early baldness in the woman's father, insulin resistance and late onset diabetes (William, 1989).There is increasing evidence of specific genetic abnormalities in some women with PCOS (Goldman, 2016). Family studies have revealed that about 50% of first degree relatives have PCOS suggesting a dominant mode of inheritance. The PCOS has long been noted to have a familial component. It runs in families and affects approximately 50% of first – degree relatives (Dutta, 2013, Edmonds, n.d); commonly first degree male relatives appear more likely to have premature baldness and metabolic syndrome. It is a combination of genetic abnormalities combined with environmental factors, such as nutrition and body weight, which then affect expression of the syndrome (Edmonds, n.d).

The primary cause remains uncertain and is not known (Colledge NR, 2010).The other causes may be genetic predisposition, strong stimulation in adrenals in childhood, raised insulin levels, contraceptive pills and stress (Manish, 2015).

It usually comes to attention after menarche in teen age girls or young adults who presents with Oligomenorrhea, hirsutism, sterility and sometimes obesity (Kumar 2013). The Clinical features are menstrual irregularity or absence of periods, weight gain, abnormal hair growth, acne and sterility (Goldman, 2016, Padubidri, 2013).

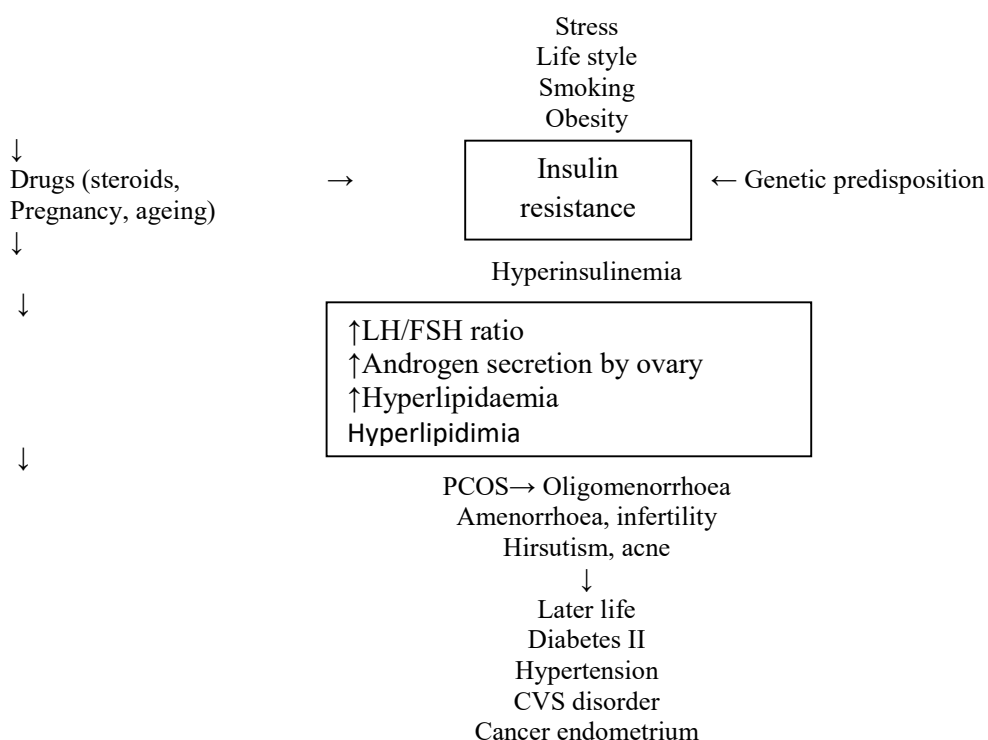
The diagnosis of PCOS is based on Rotterdam criteria (2003) suggest that at least two out of three criteria should be present. These criteria are:

1. Oligo/ amenorrhoea, anovulation, sterility
2. Hirsutism
3. Ultrasound findings (Padubidri, 2013).

Diagnosis is based upon the presence of any two of the following three criteria (ASRM / ESHRE, 2003) :{ American society for Reproductive Medicine / European society for reproductive Medicine})

1. Hyperandrogenism (clinical or biochemical);
2. Oligo-ovulation or anovulation;
3. Polycystic ovaries on ultrasound examination or at surgery (Dutta, 2013, Edmonds, n.d, Colledge NR, 2010).

**Development of PCOS and its sequelae (Padubidri, 2013)**



**Flow chart showing development of PCOS**

**Methodology**

The study has been carried out at the department of *Moalajat* (Medicine), at Regional Research Institute of Unani Medicine RRIUM, University of Kashmir Srinagar. Before starting study, the protocol was submitted to Institutional Ethical Committee for ethical clearance. After ethical approval the patients were selected from OPD of Regional Research Institute of Unani Medicine RRIUM, Srinagar after taking detailed case history.

The clinical study was carried out by enrolling the diagnosed patients into two groups test and control by randomization chart by the computer generated method. The clinical trial starts from December 2018- August 2019. A total 66 number of patients were randomly allocated into test (n=33) and control (n=33) groups. Informed consent was obtained from all the participants that were enrolled in the study. The patient's age group between 14 – 43 years were informed and they agreed to participate and were enrolled into this study. Pregnant and Lactating mothers were excluded from this study and patients having systemic illness, such as liver, kidney, cardiac, pulmonary disease, hypertension and who were on oral contraceptives, patients with hypermenorrhoea (menorrhagia), polymenorrhoea (epimenorrhoea) were also excluded from this study. After the screening of the patients, the detailed medical history including the determinants of health viz. patient's age, marital status, race, ethnicity, occupation, residential area, family history and socioeconomic status on the basis of modified Kuppuswamy's socioeconomic scale (Appendices) were recorded. The clinical symptoms with duration, present history, past history, personal history, family history, drug history, and surgical history, menstrual history in detail, general physical examination and systemic examination was carried out and recorded on a prescribed case record form (CRF) which was designed according to the objectives of the study. After history taking anthropometric measurements was done. Weight in kg and height in ft. was measured. BMI was calculated in  $\text{kg/m}^2$ . The normal range of BMI is 18.5-24.9, overweight is 25.0-29.9 and obesity is  $> 30 \text{ kg/m}^2$  as per World Health Organization (WHO).

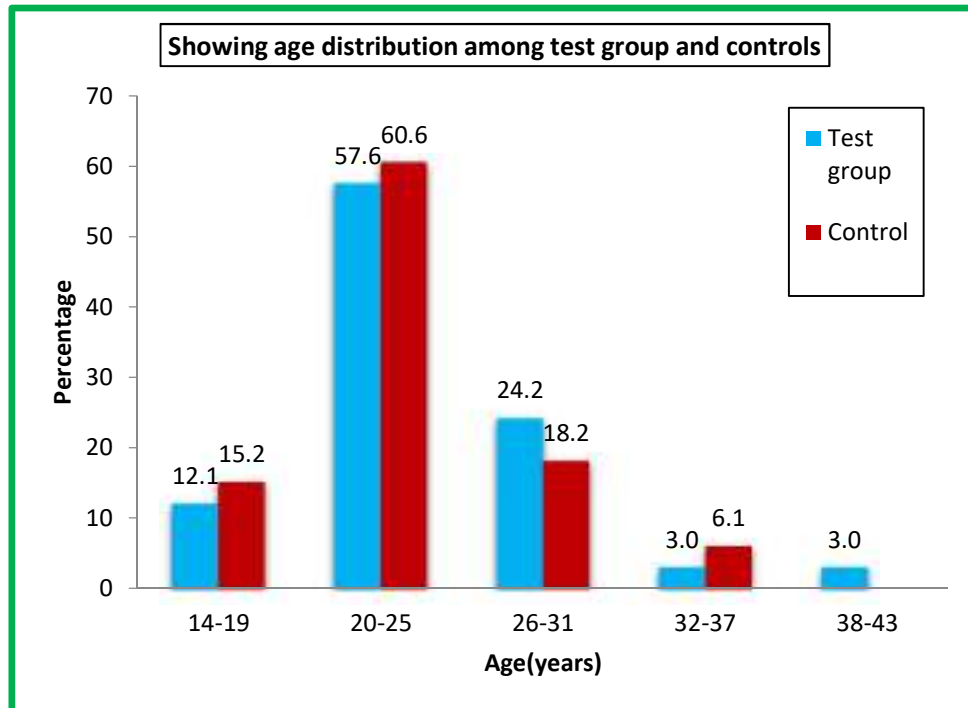
For statistical analysis, recorded data was compiled and entered in a spread sheet and then exported to data editor of SPSS version 20.0 and Graph pad prism software's. The continuous variables were expressed as mean  $\pm$  standard deviation and categorical variables were expressed in terms of frequency and percentage. Student's independent t-test was employed for inter-group analysis of continuous data and for intra-group analysis paired t-test was applied. Chi-square test and Fisher's exact test was employed for inter group analysis of categorical data and for intra- group analysis of proportioned categorical data, McNamara's test was applied. The graphical representation of data was presented by means of bar graphs. A p value of  $< 0.05$  was considered statistically significant.

## Observations and results

The study findings are:

### Distribution of patients according to Age

Table 1*: Showing age distribution among test group and controls					P value
Age(years)	Test group		Control		
	No	%age	No	%age	
14-19	4	12.1	5	15.2	1.0
20-25	19	57.6	20	60.6	
26-31	8	24.2	6	18.2	
32-37	1	3.0	2	6.1	
38-43	1	3.0	0	0.0	
Total	33	100.0	33	100.0	
Mean $\pm$ SD	23.81 $\pm$ 4.63		23.64 $\pm$ 4.48		



**Figure No. 1: Distribution of patients according to Age**

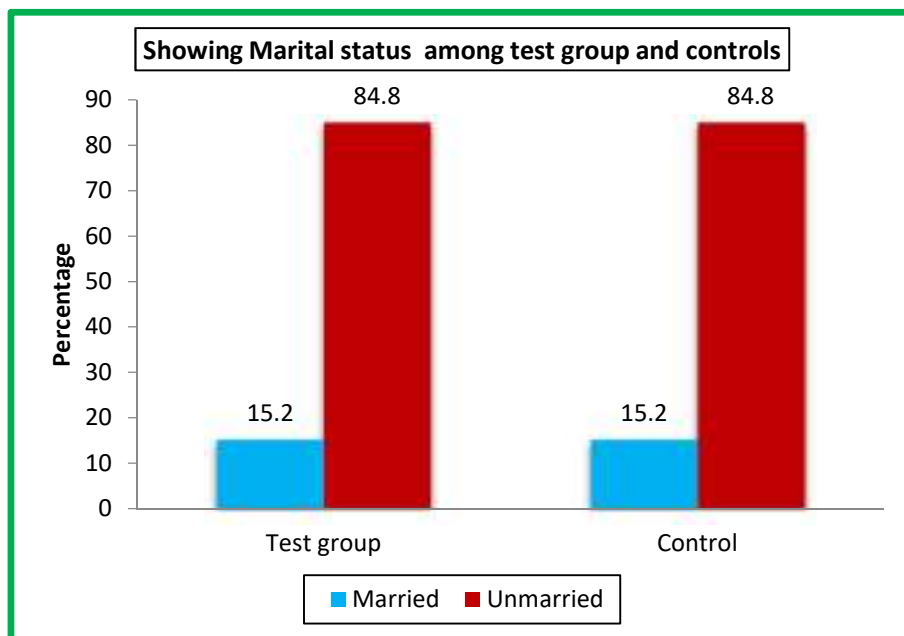
A total 66 patients with a mean age of 23.81  $\pm$  4.63 in test group and 23.64  $\pm$  4.48 in control group were found in this study, out of which 9 (13.64 %) patients were found 14 – 19 years of age, 39 (59.09%)

patients were found 20– 25 years of age, 14 (21.21%) patients were found 26 – 31 years of age 3 (4.54%) patients were found 32– 37 years of age and 1 (1.51%) patient was found 38– 43 years of age, suggests that it occurs mostly in young age group.

**Distribution of patients according to Marital Status**

<b>Table 2*: Showing Marital status among test group and controls</b>					<b>P value</b>
<b>Marital Status</b>	<b>Test group</b>		<b>Control</b>		
	<b>No</b>	<b>%age</b>	<b>No</b>	<b>%age</b>	
Married	5	15.2	5	15.2	1.00
Unmarried	28	84.8	28	84.8	
Total	33	100.0	33	100.0	

**Test applied: Fisher's exact test**



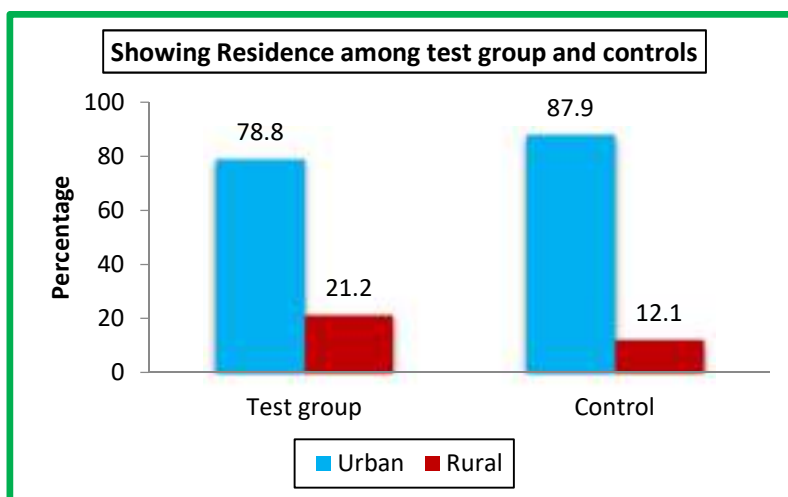
**Figure No. 2: Distribution of patients according to Marital Status**

Out of 66 patients 56 (84.8%) patients were unmarried and 10 (15.15%) were married.

### Distribution of patients according to Residence

Table 3*: Showing Residence among test group and controls					P value
Residence	Test group		Control		
	No	%age	No	%age	
Urban	26	78.8	29	87.9	1.00
Rural	7	21.2	4	12.1	
Total	33	100.0	33	100.0	

**Test applied: Fisher's exact test**



**Figure No. 3: Distribution of patients according to Residence**

Out of 66 patients, 55 (83.33%) patients were of urban area followed by 11 (16.67%) were of rural area.

### Distribution of patients according to Occupation

Table 4*: Showing the type of Occupation among test group and controls					P value
Occupation	Test group		Control		
	No	%age	No	%age	
Students	22	66.7	20	60.6	0.53
Working women	5	15.2	7	21.2	
Housewife	5	15.2	5	15.2	
Unemployed	1	3.0	1	3.0	
Total	33	100.0	33	100.0	

**Chi-Square = 1.267, Df=2**



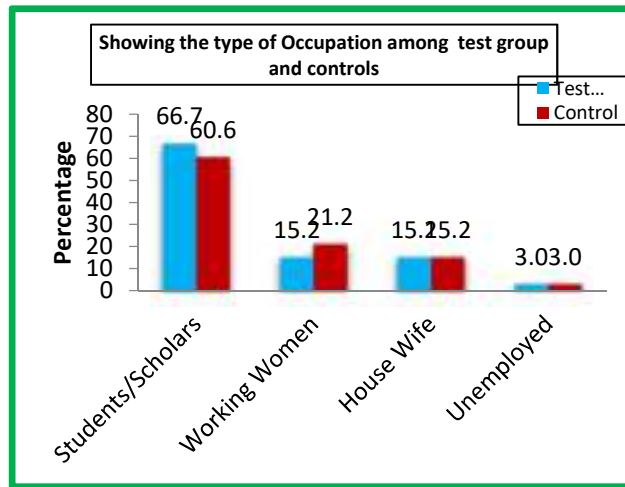


Figure No. 4: Distribution of patients according to Occupation

Out of 66 patients, a maximum of 42 (63.6%) patients were students/scholars followed by 12 (18.18%) working women, 10 (15.2%) housewife, and 2 (3.0%) were unemployed educated girls.

#### Distribution of patients according to Dietary habits

Dietary habits	Test group		Control		P value
	No	%age	No	%age	
Mixed	29	87.9	31	93.9	0.67
Non vegetarian	3	9.1	2	6.1	
Vegetarian	1	3.0	0	0.0	
Total	33	100.0	33	100.0	

Test applied: Fisher's exact test

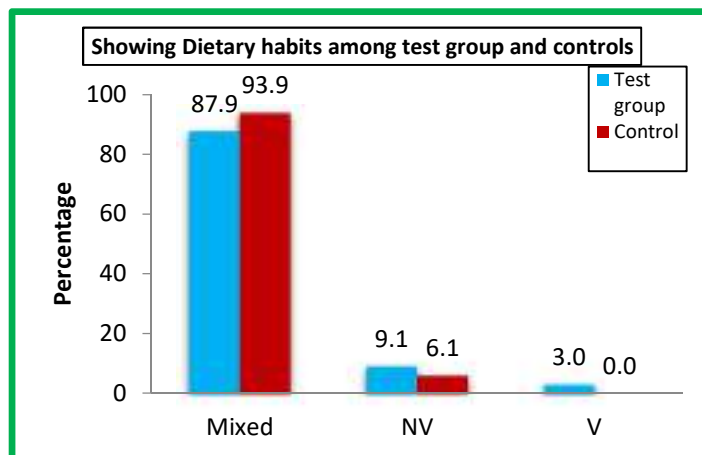


Figure No. 5: Distribution of patients according to Dietary habits

Out of 66 patients, 60 (90.9%) were found of mixed dietary habit; followed by 5 (7.6%) non-vegetarian and 1 (1.5%) was pure vegetarian.

**Distribution of patients according to Family history of PCO**

Table 6*: Showing family history among test group and controls					P value
Family history	Test group		Control		
	No	%age	No	%age	
Present	6	18.2	8	24.2	0.76
Absent	27	81.8	25	75.8	
Total	33	100.0	33	100.0	

**Test applied: Fisher's exact test**

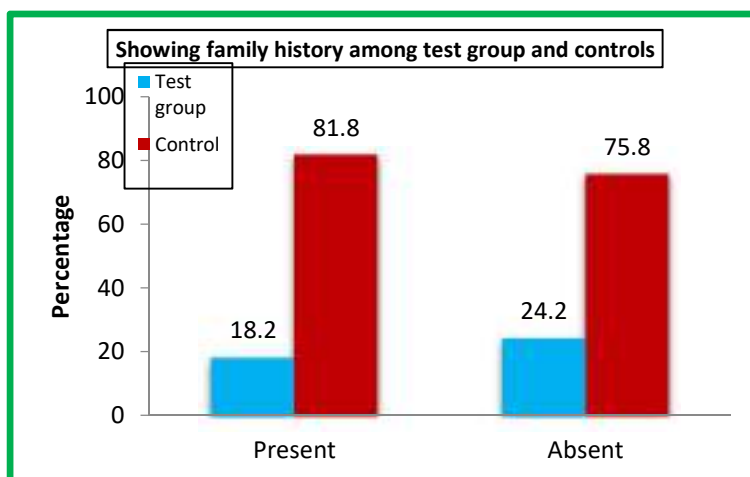


Figure No. 6: Distribution of patients according to Family history

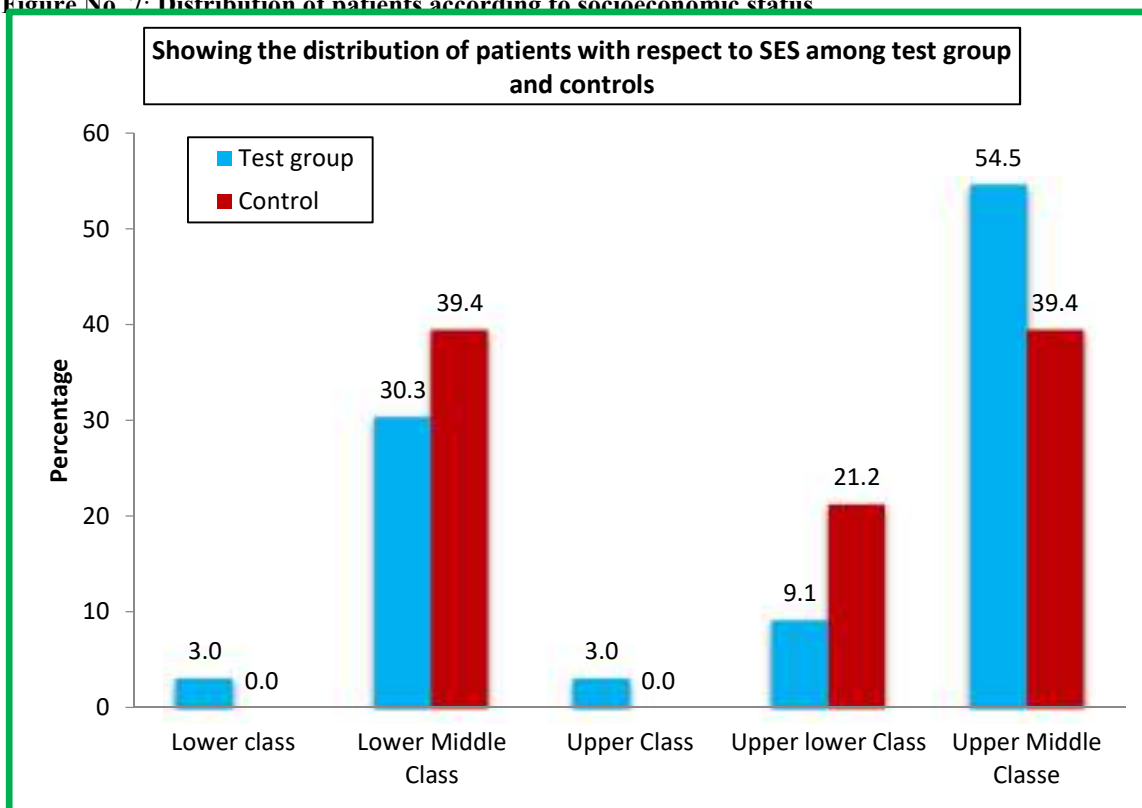
Out of 66 patients, a maximum of 52 (78.78%) patients were having no relevant family 14 (21.21%) patients had family history of PCOS.

**Distribution of patients according to Socioeconomic Status**

Table 7*: Showing the distribution of patients with respect to SES among test group and controls					P value
Type of SES	Test group		Control		
	No	%age	No	%age	
Lower class	1	3.0	0	0.0	0.41
Lower Middle Class	10	30.3	13	39.4	
Upper Class	1	3.0	0	0.0	
Upper lower Class	3	9.1	7	21.2	
Upper Middle Class	18	54.5	13	39.4	
Total	33	100.0	33	100.0	

**Chi-Square = 1.791, Df=2**

**Figure No. 7- Distribution of patients according to socioeconomic status**



Out of 66 patients, a maximum of 31 (46.97%) patients belong to upper middle class, followed by 23 (34.84%) to lower middle class, 10 (15.15%) to upper lower class, 1 (1.51%) to upper class and 1 (1.51%) to lower class.

## Discussion

This study was conducted on 66 patients with 33 in each group, treated for 60 days. The determinants of health viz. Age, Marital status, Genetics, Race, ethnicity, Nutrition, Environment and socioeconomic status have been assessed.

In this study, out of 66 patients, 9 (13.64%) patients were found 14 – 19 years of age, 39 (59.09%) were 20– 25 years of age, 14 (21.21%) were 26 – 31 years of age 3 (4.54%) were 32– 37 years of age and 1 (1.51%) patient was 38– 43 years of age (Table No.1), suggests that it occurs mostly in young reproductive age group. This finding states that the highest prevalence of PCOS is in young reproductive age group (Dutta, 2013, Edmonds, n.d, Mohan, 2015). The observation of this study was same with the observations of the studies conducted by Bhat S, Balaji (2015) and Grunwald T (2018) that it is prevalent in young age group.

A total number of 10 (15.15%) patients were married and 56 (84.8%) patients were unmarried, suggests that it occurs mostly in unmarried girls. (Table No. 2) A Unani physician had mentioned a women whose husband was alive and stay away from her, she had secondary amenorrhoea, beard appeared and then she died (Razi 2001). Another women had many children and suddenly she became widow, during that period secondary amenorrhoea occurred and secondary sexual masculine features developed on her body, beard appeared and her voice became hoarse (Razi, 2001) suggesting that PCOS is common in those women which are sexually inactive. The finding of this study was close with the observation of the study conducted by Balaji that 100% of the patients were unmarried (n=126). Another study done by the Attlee et al found 98% were unmarried and 2% were married (Balaji, 2015, Attlee, 2014).

In this study, out of 66 patients, 55 (83.33%) patients were of urban area followed by 11 (16.67%) of rural area. (Table No. 3) This suggests that its occurrence is high in urban and low in rural area. The observation of this study was same with the observation of the study conducted by Balaji et.al and Radha et. al,( 2015)that the proportion of PCOS was higher in urban population in comparison to rural counterparts. Another study done by Bharathi et al, observed that the prevalence in rural population was less compared to those from urban area. From the survey it was observed that 90.24% girls new about PCOS in urban and only 8.34% of the rural population were aware. The urban women are prone to acquiring PCOS are 0.1 times higher than women in rural India probably due to the consumption of junk food was double in the metro politician area (Bharathi, 2017). This study was conducted at RRIUM, Srinagar, this may be also the reason that mostly patients were from urban area.

In this study, out of 66 patients, a maximum of 42 (63.6%) patients were students/scholars followed by 12 (18.2%) patients were working women, followed by 10 (15.2%) housewives and 2 (3.0%) were unemployed. (Table No. 4) This suggests that it is common in those girls who have stressful life; the stress disturbs the hypothalamic pituitary ovarian axis leads to imbalance of the hormones. This finding favours the description of *Makhzanul ilaj* and Shaw's Textbook of Gynaecology (Jeelani, n.d, Padubidri, 2013).From the survey it was found that 6% and 1% of the urban and rural PCOS population were under stress. Stress was found to set off the symptoms to PCOS (Bharathi, 2017).

In this study, out of 66 patients, 60 (90.90%) patients were found of mixed dietary habit; whereas 5 (7.6%) were found of non-vegetarian and 1 (1.5%) was pure vegetarian. (Table No.5) This finding supports the description of *Zakariya Razi* and *HakeemAjmal Khan* that

it occurs in those girls which are regularly taking *Ghidha Galeez* (Razi, 2001, Khan, 2017). The intake of mixed diet produces *Ghaleez/Kaseef Khoon* (blood) that is the one of the cause of this syndrome, which can be managed by (*Showneez*) *Kalawnji (Nigella Sativa* Linn) (Razi 2001).

In this study, out of 66 patients, a maximum number of 52 (78.78%) patients were having no relevant family history, 14 (21.21%) patient's had family history of PCOS. (Table No. 6). This observation was very close with the observation of the study done by Bhat. S, that 82.85% had no family history and another study had done by Attlee A, showed 22% have the positive family history, 76% had no family history and 2% were unaware of their family history regarding the occurrence of PCOS (Bhat, 2015, Attlee, 2014). This finding favours the description of Textbook of pathology, that a heredity basis for the syndrome has been suggested in some cases (Mohan, 2015). It is also mentioned in the Shaw's text book of gynaecology that familial occurrence has been reported (Padubidri, 2013).

In this study, out of 66 patients 30 (45.45%) were obese and their colour of skin was whitish, 29 (43.93%) were found of normal built whereas 7 (10.6%) patients were lean, suggests that it is usually seen in fair and obese girls. This finding supports the description of *Zakariya Razi* that it mostly occurs in fair and obese girls (Razi, 2001).

In this study a total of 66 patients, a maximum 31 (46.97%) patients belong to upper middle class, followed by 23 (34.84%) patients to lower middle class, 10 (15.15%) to upper lower class, 1 (1.51%) to upper class and 1 (1.51%) to lower class, suggests that it is usually found in upper middle class followed by lower middle class. (Table 7) It is a lifestyle disorder and obesity is a risk factor therefore it should be prevalent in upper middle class (Bhat, 2015, Dutta, 2013, Edmonds, n.d, Padubidri, 2013). The mini survey done by the doctors (doctors survey) from the locality claimed to treat 25-30 patients/month for PCOS and all patients were from the upper or middle class families. The constant health pressures of globalization and economic liberalization have placed middle class urban women in a vulnerable position as compared to rural women who had traditional lifestyle. The sedentary lifestyle, obtain to high calories and machineries for all household work has been attributed to the higher prevalence of PCOS among higher socioeconomic urban population in India (Bharathi, 2017).

## **Conclusion**

The study was conducted at RRIUM, University of Kashmir Srinagar. The determinants of health viz. Age, Marital status, Genetics, Race, ethnicity, Nutrition, Environment and

socioeconomic status has been keenly assessed in this study and their record has been kept confidential in the CRF (case record form). The data was statistically analysed and the inferences were drawn statistically.

The data shows that the PCOS is mostly common in young girls; mostly they are unmarried, obese/ overweight, fair, whitish, taking the junk food. They mostly belong to urban area, having good socioeconomic status, but they have stressful life. It is increasing day by day among young girls due to the change in lifestyle, change in eating habits since the last two to three decades. Moreover, the stress among young girls is increasing day by day due to higher studies, competition, making carrier of their own, must be standing on their foot in the terms of earning money. The stress causes disturbances in hypothalamic pituitary ovarian axis leads to disturbance in hormones and hence irregularity in their monthly menstrual cycles. The disturbance in hormones leads to other features like acne and hirsutism give rise to the ugly syndrome that is polycystic ovarian syndrome. The girls are busy in making the carrier, due to this there is delaying in marriage particular in Kashmir. They do well in one aspect of life i.e. carrier, earning money, helping their father, brother and husband but on the other aspect they are losing their health that must be the main priority.

In PCOS, there is some role of genetics as well. It may also be due to the cold climate of the Kashmir. In short, there is not a single factor that is responsible for the syndrome but the multiple factors are responsible for polycystic ovarian syndrome. However, long term study on larger sample size is required for further exploration of the study.

## **Appendices**

**Table 8: Modified Kuppaswamy socioeconomic scale updated for January 2018 (Saleem, 2018).**

**(a) Occupation of the head of the Family:-**

<b>Sr. No.</b>	<b>Occupation of the head</b>	<b>Score</b>
1	Legislators, Senior Officials & Managers	10
2	Professionals	9
3	Technicians and Associate Professionals	8
4	Clerks	7
5	Skilled Workers and Shop & Market Sales Workers	6
6	Skilled Agricultural & Fishery Workers	5
7	Craft & Related Trade Workers	4
8	Plant & Machine Operators and Assemblers	3
9	Elementary Occupation	2
10	Unemployed	1

**(b) Education of the Head of the Family:-**

Sr. No.	Education of the Head	Score
1	Profession or Honours	7
2	Graduate	6
3	Intermediate or diploma	5
4	High school certificate	4
5	Middle school certificate	3
6	Primary school certificate	2
7	Illiterate	1

**(c) Total Monthly Income of the Family:-**

Sr. No.	Updated Monthly Family Income in Rs. (2012)	Updated Monthly Family Income in Rs. (2016)	Updated Monthly Family Income in Rs. (2018)	Score
1	>30375	> 40430	>126360	12
2	15188-30374	20210-40429	63182-126356	10
3	11362-15181	15160-20209	47266-63178	6
4	7594-11361	10110-15159	31591-47262	4
5	4556-7593	6060-10109	18953-31589	3
6	1521-4555	2021-6059	6327-18984	2
7	<1520	<2020	<6323	1

**(d) Kuppuswamy's Socioeconomic Status Scale 2018:-**

Sr. No.	Score	Socioeconomic Class
1	26-29	Upper (I)
2	16-25	Upper Middle (II)
3	11-15	Lower Middle (III)
4	5-10	Upper Lower (IV)
5	<5	Lower (V)

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## Feminism in Lal Ded and Habba Khatoon's Poetry

Shafia Jamal Khan\*

### Abstract

The movement of Feminism started in 18<sup>th</sup> century in America, but the concept was from the beginning as the idea came much before than that in Kashmir in 12<sup>th</sup> century with the emergence of the torch bearers of Kashmiri poetry, Lal Ded and Habba Khatoon. They raised their voices and bare their heart to people in the times when it was rarity that a woman would give vent to their feelings. Though, they belong to different eras but through their poetry they critique and evaluate the social and traditional structures of their society through their poetry. Lal Ded introduced a new vehicle of expression which is known as *Vaakh and vatsun*, a channel of expressing the ideas and deep down emotions. Whileas, Habba Khatoon introduced lol to Kashmiri poetry which was later imitated by her contemporary and successors as their style of writing poetry. The objective of this paper is to trace the feministic strains in the poetry of Lal Ded and Habba Khatoon. It will be worthwhile to see, how these two queens of Kashmiri poetry remain unparallel in representing the emotions, yearnings and sufferings through their poetry by using different poetic devices.

**Keywords:** *Feminism, poetry, Lyricism, Kashmir, sufferings*

### Introduction

*The enemy of feminism is not men. It is patriarchy, and patriarchy is not men. It is a system, and women can support the system of patriarchy just as men can fight for gender equality. – Justine Musk*

Feminism represents the major change in social thinking and politics because it radically questions our understanding of 'men' and 'women' and the social structures which maintain their differences. The ideas that ushered in the movement called Feminism are based on the understanding that in every society women are less valued than men. It also depends on the premise that women can consciously and collectively change their social position. Feminism continues to be a contestable issue, but its relevance can never be overstated. It is not only a literary movement but traverses the realms of culture, politics, economy and all other social spheres that have some kind of interaction between men and women.

Lal Ded is one of those women who were the trend setters of feminist thought. She was the torch bearer of feminism in Kashmir even before the existence of the concept of feminism itself. She chose the genre of poetry as her source of expression of her ideas. Reading and writing was not in vogue at that time especially among women. There were only these

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religious manuscripts and Sanskrit was used as a standard language for writing any manuscript. But, Lal Ded didn't follow the trend, in fact; she changed it with the usage of a vernacular language which was Kashmiri, so that every layman would understand her ideology. One can argue that Lal Ded was a mystical poet and there is no lie in that but that mysticism gave her a kind of opportunity to voice her underlying thoughts fearlessly. To raise a voice against the system of patriarchy in the 14<sup>th</sup> century was a win in itself because at that time the concept of feminism was not come into being and women were not even remotely aware about their rights. No doubt, that she started her life within the patriarchal setup as she got married in a very young age with a person who was very rude an unsupportive and a mother in law who was crude and a symbol of tyranny. While providing an account of one episode which expounds the crudity of her mother in law and husband, a cultural historian states, "Her mother in law has invented ingenious means of cruel treatment. She would, for instance, serve food to her, spreading a thin layer of cooked rice so as to cover a lump of stone which was placed in her plate. Not only this, her mother in law had other, more sinister strategy up her sleeve, slyly accusing her of infidelity to her husband." She bearded all the hostility and crudity of her in laws and especially of her husband who accused her of infidelity on several occasions. Though, she did show her anger verbally but she showed her resistance towards the institution of patriarchy, she liberated herself from the tradition set up by breaking the marriage and left her husband's home forever which was a sign of resistance or feminist approach towards life. Instead of being an object of pity and sympathy, she chose to use her poetry as a medium of revolution against the domination and removed the boundaries of being woman and expressed her sufferings, yearnings and her ideologies through her vakhs.

She was the first one who introduced the vernacular language in her vakhs to make people comprehend her philosophy. Virginia Woolf has also demanded for a language of woman in which she could express her feelings, share her sufferings I could relate her with Lal Ded when she uses Kashmiri language as a medium of communication in her poetry and when she was well versed with the Sanskrit as well which was a standard language.

As I have mentioned earlier, that Lal Ded was mainly considered a mystical poetess through which she achieved her liberation from the traditional mindset. Luce Irigaray, a French feminist while describing how mystic discourse has provided space to women for self-expression. She states, "The mystic discourse has provided the only space for women where they can express themselves to publicly. They break out of the self containment enclosure where hierarchies and dualities rule, and find themselves in a space where the

distinction between inside/ outside is transgressed, the experience is like an abyss that swallows up all persons, all names and even proper names.”

Lal Ded’s disrobing herself became an important or in other words it became a turning point of her life. This was a gesture of doing away with all the unnecessary burden of tradition, culture and clothing that she carried in her life. She remains unaffected by the opinions of people as if nobody existed for her and also expressed her co-conscious desires and thoughts through her poetry. She also states this incident in one of her vakhs by saying:

“Tee mye lalli gom vakh te vatsun  
Tawai logum nagai natsun  
That became the turning point in Lalla’s life  
And naked I began to dance” (kotru, 1989)

Different Writers and Scholars have interpreted this vakh differently, as Jayshree Kak; a writer translated this vakh as:

“That became my initiation  
That is why I began to wander naked”.

According to Jayshree Kak, Lalded’s wandering nude worked as a symbolism for the rejection of the patriarchal code of conduct. Neerja Mattoo, was a writer of many renowned feminist books and while putting forth her opinion on this vakh, she stated, “she (Lal Ded) seems to have become completely unself-conscious; almost unaware of her body, she refused to be bothered by what the world would say when she went about naked. When she was asked whether she felt no shame at showing her body to all men around her then, she asked whether there was a man around. Because, to her ordinary mass of people was no better than sleep or other dumb animals. For her, who apart from the lord was a real man?”

Lal Ded through her vakhs generated the concepts of self-awareness and self-esteem. She became a role model not only for women in Kashmir but women across the globe as she crossed all the boundaries and emerged as a strong woman who challenged the institution of patriarchy. Her voice will resound forever and will continue to motivate women to live life on their own terms.

### **Habba Khatoon**

Habba Khatoon, an eminent Kashmiri lyricist of the sixteenth century gave voice to her sufferings when women were subjugated to the extent that they could not even express

their opinions regarding the day to day affairs of their lives. She represented the sufferings of the women folk through her songs. She was a legendary Kashmiri poet, who pioneered lyricism in Kashmir and introduced “Lol” (a style introduced by Habba Khatoon to Kashmiri Poetry. It expresses one brief thought). She remained unsurpassed in representing the sufferings, desires, yearnings, longings of women in her poetry. She has unashamedly confessed about her desires in her poetry. She is considered as a feminist poet of 16<sup>th</sup> century. And she was bestowed with the title of “Nightingale of Kashmir”. She was the first Kashmiri woman romantic poet. She was the first Kashmiri woman who openly raised her voice against patriarchy and its evil nature. She remained the unbeatable feminist voice of the 16<sup>th</sup> century. She expounded her sufferings and tortures that she has undergone by her in laws. She remained vocal about it in the 16<sup>th</sup> century when women of her age could not think of raising their voice against the traditional conventions of the culture. While portraying the afflictions of her, she states:

When, mother in law grabbed my hair.

It was for me worse than death!

Spinning on the wheel, I feel asleep,

And the wheel came apart, oh my home!

Feminism doesn't only mean to address the sufferings or to challenge the institution of patriarchy, but, in the meanwhile, to voice one's inner most longings unashamedly in an era when a man could not express his hidden longings publicly, he would feel that coyness in expressing those emotions. In her poetry, we could find the subtleties of women's sensitivities which can be only expounded by women. She brought genuine emotions in her poetry which at times were outrageous and at times are miserable. She has expressed the torments of a woman being a girl, a wife and a daughter in law. Habba Khatoon was the only woman who unapologetically expressed those experiences and it is in itself a revolution. Like Lal Ded, she was a victim of domestic violence; she was rebuked or at times beaten by her mother in law. Her mother in law was so crude that she pulled her by hair; Habba Khatoon expressed the episode in her verses as:

*“Hashe laaeynam Mei taepis thap*

*Te Mei gomo maute khoti sakh*

*Yendra pachi pyath nendur peyimo*

*Tsakhur phutmo maalinyo”*

**Translation:**

“When mother-in-law grabbed my hair,  
It was for me worse than death!  
Spinning on the wheel, I fell asleep,  
And the wheel came apart, oh my home!”

She left her husband’s home and tried to commit suicide but somehow she escaped and that was metaphorically a new start of her life. Instead of being a victim of the traditions and conventions of the society she managed to live her life on her own terms. She boldly expressed her innermost feelings, not only this she expressed her love for her lover unashamedly in her poetry, she writes:

*“Vwolo myaani rindo  
Tsey pata draayes gindaane  
Naavas lagai bu  
Haavasa zooo chas vandaane  
Vata chas vuchhaan  
Tsey pata raavum nender ta neh  
Haavatam deedaar  
Bu doorera chaani chas galaane”*

**Translation:**

“How I adore you  
And offer you my life, full of dreams!  
Do let me join you in the dance  
Of gathering rosebuds of life!  
Forsaken by sleep or rest,  
Those eyes keep gazing at your path.  
O let me behold you once again!  
Torn from you, I waste away”.

It will be wrong to say that Habba Khatoo has only expressed the wailings of a woman, but she fiercely has boasted about woman's sexual desires in a very eloquent manner:

*“Ratschi ratschi retakol chum soraani  
Bara maa gatschan acchi posh  
Kunni hita bulbulo yeti aki aanai  
Chhaav myaany daanai posh”*

**Translation:**

“With summer steadily on the wane,  
These champa flowers soon may wither-  
O bulbul, be here before they fade!  
Enjoy my pomegranate blossoms”!

After leaving her husband's house, she retired to writing, expressing the pangs of separation from her husband, her despondency spilled out through her poetry. In some of the verses she says:

*“Hovouri baal draayas gati  
Tsoora bay pyomo naav  
Kanan swon ta ladur hati  
Aki lati yeham naa”*

**Translation:**

“Love-stick, I left my home at night.  
My gold earrings and coral beads  
Made people take me for a thief.  
Won't you come to me, just once”?

*“Yaar myon chu jamalati  
Kamala tas chu naav  
Su chuu tati bu kas mati  
Aki lati yeham naa”*

**Translation:**

“My sweetheart- his name is kamaal-  
Lives in distant Jamalatta  
To whom, has he entrusted me?  
Won't you come to me, just once”?

Usually, some writers or scholars believe that she was a romantic lyricist but when we read her poetry, we come to know that she did not only write about love and separation but she has touched the issues of woman as well. She has expressed how a woman leaves her own home of parents and goes in another one after marriage which also does not belong to her. She also expressed how a woman is subjected to hear the taunts of people if she decides to revolt against torture that she receives at her in-laws home. Habba khatoon has expressed this beautifully in her poetry, she says:

*“Vwola vesy gatshavai kretsche  
Luka maty tujnas retsche  
timan tem yon hyoo gatsche  
vwola myaani poshe madano”*

**Translation:**

“Let's go gather sweet wild leaves  
I suffer the taunts of the madding crowd.  
Would they jeer if they shared my fate?  
Come back, my lover of flowers”!

The poetry written by her was sung at different occasions like in marriages, Eid festivals, during harvesting, etc. In these songs, they express their sorrows, longings and sufferings. She has not only included “vatsun” which is a short poem but also consists of “hur” (opening line) and “vaakhnai” (refrain). It is an expression of woman's feeling, but she put a life in it. Habba khatoon is a significant name in the history of the Kashmiri poetry. She has not been only an inspiration to woman poetesses but also male poets as well like Mahjoor (famous Kashmiri poet).



## Conclusion

Lal Ded and Habba Khatoon inspired of being from different era, former belonging to 12<sup>th</sup> century and latter to 16<sup>th</sup> century or dealing entirely with different genre of poetry still became empowered women of Kashmir. They depicted the aspirations of women in the patriarchal society. They have shown female as patriarchs as well, who dominates the other women. They have shown how their mother-in law have mistreated them and turned them into a rebel. LalDed introduced *Vakh* to Kashmiri poetry, the oldest and strongest form of poetic expression.

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## **Transformation of Woman's Body into Values and Exchange: Reading Manto on Prostitutes**

**Masuma Ali Khan\***

### **Abstract**

This work considers a neglected question of the transaction of woman's body into values; where a woman's self is divided between her use and exchange values. It demonstrates how women are transacted as gifts vis-a-vis the Manto's protagonists. It operates the stories where masculinity plays the decisive role in the construction of the social order where women are asserted meaning or given value through exchanges and transactions. The essay will examine the personalities of prostitutes in Manto's stories: Hatak, Behind the Reeds and Kali Salwar, whose bodies are assigned the certain value by pimps, and their male customers.

**Keywords:** *Manto, Women, Personality, Values.*

### **Introduction**

“The prostitute remains to be considered explicitly condemned by the social order; she is implicitly tolerated and no doubt because the break between usage and exchange is, in her case, less clear-cut and in her case, the qualities of woman's body are "useful." However, these qualities have "value" only because they have already been appropriated by a man and because they serve as the locus of relations-hidden ones –between men”.

**Luce Irigaray**

Sadat Hassan Manto stands alone in the position; he takes on women and has examined closely the inhabitants of the gendered space, the brothel. The stories selected for this endeavor would scrutinize the sexual figure of the prostitute, the brothel and its inhabitants. Manto develops a set of themes around the national-allegorical possibilities of 'woman' as a signifier. He simultaneously explodes such possibilities by turning into sexually and morally displaced figures, figures at the heart of the controversies concerning obscenity that his stories created. As Irigaray contends, a woman's identity is declared as an identity independent of male-centric ideas. She states that ‘females' negative view exists not because of how a woman behaves "naturally" but because of predetermined theoretical-bias that has pigeon-holed women into roles and labels. This is what is observed in 'Hatak'—‘The Insult'. The pimp Ram Lal in 'The Insult' doesn't understand the inexplicable suffering of the whores he sells. Here the prostitute Saugandhi maintains a curious fiction with her lover who always manages to extract

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money from her. He keeps insisting that she should give up her profession and let him support her—even as they both know, it is, she and her trade that supports him. He exaggeratedly threatens to leave her if she doesn't clean her room of the paraphernalia of her trade, i.e. bottles of cheap perfumes and makeup, flashy clothing and pornographic prints on the wall. It reflects the idea of Irigaray how it is made impossible for women to exist separately. Saugandhi had spent her last five years serving the city's 'gentlemen' and rogues equitably. She rather takes pride in the fact that she knows them inside out and the art to deal with them, something that proves to be her fatal error. The strong stability of this world is erupted by the brief encounter with a bourgeois client, the event hinted at the title—'Hatak'. The car's window is rolled down, as someone inside the car shines a flashlight in her face for a brief, blinding moment. The light is then shut off, Saugandhi hears a grunt of displeasure—unh!—the window is rolled back up. Ram Lal walks away, "Didn't like you. I suppose"—and Saugandhi is left standing all alone, a storm having been unleashed in her mind as a result of that 'unh'!

Manto gives an account of her insurmountable anger on being spurned by the 'gentleman'. The word 'unh' and the suddenness of the man's departure as a refusal to buy her that night shattered the façade of her comfortable life with which she had already made a compromise. Her head reels from the rejection, and she begins to wonder why it wounded her so much. Her self-assumptions are disrobed to whatever little concrete self is left over. She seems to rake in a sort of melting pot, alchemized, transformed and detached from the camouflage built over the years. This wound diminishes her current price down to zero, what Irigaray calls the 'exchange' value in terms of "gold, or phalluses."

Her consciousness is in a state of flux, inexplicably decimated. She can feel the pain but at the same time is benumbed on the pulses; she also wishes that the pain engulfed her body so that she can escape thinking of what has occurring her. She goes on to figure out what 'unh' meant:

'What a joke! This girl is so ugly even her mother can't bear looking at her.'

'I wouldn't let this bitch shine my shoes'

'Ram Lal, where did you unearth this specimen?'

'Ram Lal, You went out of your way to praise this girl. Ten rupees for this woman is too much. A cow's asshole would be better.'

Her assumptions and the deconstruction of one word—'unh' or if translated into more crude terms would be 'yuck', reflects not only the flux of her mind but an urge to be

accepted by a man, which is also examined by Gayatri Spivak when she examines the validity/acceptance of the western representation of the 'other'. Sugandhi doesn't realize that after all, she is selling herself as a commodity to which the buyer had the 'right' to refuse. She is a commodity in, by and large, a masculine world where "Man endows the commodities, he produces with a narcissism that blurs the seriousness of the utility, of use. Desire as soon as there is an exchange, perverts need". The story ends with something very powerful however illusionary, while she thinks of confrontation and says "Or tearing off my clothes right in front of him, I would ask, "This is what you came for, right? Here take it for free—take it. But not even your father could buy what I have inside me!" This is an example of 'value-added service'. Sugandhi thinks she is the owner and is trying to restore her ability to manipulate and lure men. Therefore, Sugandhi's exchange value is determined by society, while her use-value is her qualities.

As, Gayle Rubin says "Sex/gender systems are not a historical emanation of the human mind, they are the products of historical human activity", and that's how the man-kind has turned and twisted the commodified 'other' of its species to various purposes. Hardly has she known that she is being exchanged as a commodity in between men and for men. Irigaray argues that our entire society is predicated on this exchange of women. The reading of the story "Hatak" or other stories of Manto with prostitutes as principal characters, one may be inspired to question the authoritative intent of a man who claims the insight into sexual affinities and sexual behaviour of women.

### **Behind the reeds, mammi and kali salwar**

Luce Irigaray in 'Women on the Market', considers a woman's self-divided between her use and exchange values, and she is only desired for the exchange value, therefore considers three most broadly categorized roles of women. The mother who is all use-value, the virgin who is all exchange value and the prostitute who embodies both use and exchange value. Manto's most ironic comment on the solemnities of motherhood as a signifier comes in 'Mammi' (Mummy). This recounts a series of encounters in Poona between Manto and an older English widow named Stella Jackson, whom everyone addresses as 'Mummy'. The very idea of family is turned on its head by this loose and voluntary association of individuals brought together by their love of Mummy's company. Motherhood is ironized more than this figure—foreign, garishly made-up, drunk and sexually permissive.

In, 'Behind the Reeds' there are three women and only one man as the decisive forces behind the economics of exchange. Haibat Khan possessed a woman outside the

acceptable norms of society. Shahina who calls herself 'Halakat' which means death in Urdu, who made it possible for Haibat Khan to trespass the norms of society, to be in an adulterous relation with the widow of his friend, it is Haibat who perpetrates the sin in being connected to the two women at the same time and both located in the realms of commodified otherness. He does not follow the conventional social exchange method. He pounces on his object of desire without following men's arrangement of exchange of women among them in the socially accepted sense.

Luce Irigaray contends that "men circulate women among themselves" according to a rule known as the incest taboo. The possession of a woman is certainly indispensable to man for the reproductive use-value that she represents, but what he desires is to have them all. To accumulate them, to be able to count off their conquests, seductions, possessions, both sequentially and cumulatively, are measured as their standards.

Manto's 'Kali Salwar' reflects the above-quoted words and Sultana; a prostitute is following her lover and pimp, Khuda Baksh from Ambala to Delhi, an urban space. Sultana's initial inability to find her home, her bearings, in this place called "Delhi", would suggest the uniform space of nation and citizenship, seemingly without the landmarks of status, difference and belonging that allows her to navigate within the regime of colonial sovereignty that in this story is given the name "Ambala". In other words, if Ambala signifies the military enforced relationship of a tributary colonial state to its subaltern subjects, Delhi represents the modern regime of power that Foucault called 'governmentality'. Khuda Baksh takes her to the city on the pretext of more income and makes her dependent on him completely whilst it is Khuda Baksh who is financially dependent on Sultana. Khuda Baksh 'possesses' her completely in the city, indispensable to man. At the beginning of the story, their first clients in Delhi approach them, and Khuda Baksh is the lover who transacts Sultana. That implies a distinction between gift and giver.

As Gayle Rubin puts it, "If it is women who are being transacted, then it is the men who give and take them who are linked, the women being a conduit of a relationship than a partner to it. If women are the gifts, then it is men who are the exchange partners. The relations of such a system are such that women are no position to realize the benefits of their own circulation". The masculine world plays a decisive role in constructing a social order where women/objects are given value through exchange and transactions. Therefore, a woman's self is divided and is exchanged between men the same way as commodities is exchanged.

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# **Humanitarian and Ethical Values in the *Shahnama* of Wahab Parray Hajin**

**Syed Arif Hussain\***

## **Abstract**

The theme and aim of this topic center's round to a burning question i.e. Humanism and universal brotherhood. It is indeed painful to see that this world full of the great personalities professing universal harmony and brotherhood is now riddled with fissiparous tendencies like fundamentalism, disharmony and intolerance. But it should be noted that without harmony, love and international understanding the cultural and economic growth and progress of any country cannot make any headway.

It is perhaps pertinent to look back and examine the works of Kashmiri intellectuals and poets who had advocated for generating a tolerant attitude in all matters of life and actions, in fostering goodwill, universal brotherhood and loving friendship among the people of the world because, 'literature has the supreme function of raising the quality of human beings'. When we study great classics of any literature, our mind become dyed to their thoughts. They gave us moral contentment. With a view to focusing on these humanistic values, I have selected the *Shahnama* of Wahab Parry Hajni where numerous instances and utterances of the poet echoing the spirit of ethics and universal brotherhood are to be found.

## **Introduction**

The spirit of humanism, tolerance and universal brotherhood and concern for the social justice seem to have run through out the writings and sayings of the poets and sufis over the ages. Love for all irrespective of faith or land has been expressed again in the verses of poets and writings of the scholars of Kashmir. Quite in consonance with the spirit of the earlier 'sufis and poets' humanism and universalism were the main trends of their idealism and philosophy.

Kashmiri literature is multi-dimentional in its scope. It is the most powerful vehicle in propagating the message of love, mutual understanding, ethics and morality among the men of all climes and cultures. Poets and writers of this language had a world-view based on human out looks and literature has its edifice on fraternity and love.

Kashmiri stalwarts like Shaikh-ul Alam (R.A.), Lelled, Haba Khaton, Soach Kral, Mahmood Gami, Rasool Mir, Shams Fakeer, Wahab Khar and many others have made efforts to promote moral and human values. But Wahab Parray Hajin took firm and effective steps to champion the cause of humanity and uplift of mankind through his most effective and monumental work the *shahnama*. He extolled the virtue of friendship and

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loyalty, charity, benevolence and love towards all, honesty, righteousness, plain living and high moral thinking. Hence, besides being a book of historical and literary importance, the Shahnama has also been the ethical symbol for spiritual movement and holy aspirations which goes a long way to create awakening among nations of the world.

Ethics or moral philosophies are the hallmark of Islamic philosophical and aesthetic culture. The concept of humanism and universalism will be of no value without the assimilation of ethics in the character of a man. Only ethics and morality can create sense of universal brotherhood and mutual understanding among mankind. Islamic idealism pleads for high standard of morality and ethics in which there is no place of intolerance and hatred. A man of ethical virtues becomes moral in his relations to his fellow being and super among them by an easy control of the conflicts of his lower instinct and desires, and by superior excellence of character.

Wahab Parry has kept the standard of this very ethics and morality intact in his Shahnama. He had high regards for truth, virtue and morality. More over in his eyes religion occupied a high place, because it performs the most vital and crucial role in promoting mutual understandings, friendships, co-operations and morals among different nations. He is of the opinion that all men are the servants of God and they should not kill each other, not even shed a drop of blood. Instead they should pay full attention to the complete development of human personality. Human values develop from conviction and chastity, ethics and morality. The moral and ethical sensitivity of the verses of Wahab parry has inspired mankind generations after generations.

Wahab Parry teaches us moral lessons and wisdom through his sublime verses. If His episodes are carefully studied we will find that many of them have ethical and moral teachings. Ethics, morality, admonitions, counseling, bravery, honesty, love, chastity and purity looms large in the Shahnama.

The magic of Wahab Parry's teaching is that the people got the lesson of morality, universalism, and brotherhood and it was not was not limited up to kings and nobles but it has affected common people also. This is the reason that his popularity was spread from court to market. Let us find the essence of humanism and ethics in the verses of Wahab parry. It should be noted here that his ethical and moral teachings are based on Islam, especially knowledge, wisdom, justice, truthfulness and man's non tormenting attitude.

According to Wahab Parry main purpose of education is to rectify and correct man's moral and ethical conduct. He has tried to perform this pious duty through his verses. He



considered knowledge one of the most important qualities which help man in understanding importance of mankind and main purpose of his coming to this world:

ژکینڑھا کم و زیاد سرمایہ کر  
پنن وقت اوقات موصایہ کر  
چھ سرمایہ بوڈ فضل پروردگار  
بفضل خدا روز وومیدوار  
ولو ساقیو جام عرفان دم  
مدا چم براہ خدا زان دم  
سہ یدووے دیم اصلچی زان میے  
تسنز زان چہم دین ایمان میے

Goodness and purity are the main elements of a good human being. The Shahnama has elucidated in its tales about evil and good; of how people can be directed towards goodness and taken away from wickedness. Wahab parray, with the help of an episode speaks about its importance.

To have good relations with one's neighbour and kinsman is one of the teachings of Islam. True humanity is but an aspect of true love for the neighbors.

بہ خلوت سہ گو پیش افرا سیاب کورکھ وار باہم سلام و جواب  
کران اسی ملکن بندے گفتگوے دشے باے بارنی بہتھ روبرو

In short Wahab parray's Shahnama is enshrined the ideals and institutions of modern and universal religion as well as of an excellent and comprehensive

Ethical system has the entire human race, its welfare and uplift, in view and gives "the healing out look of life." It has brought fourth a new conception of ultimate reality a new vision of the universal man. Through the characters in his tales Wahab parray teaches men to display high morals and ethics, to speak the truth, to show sympathy even at the sacrifice of their own interest, to be good even to those who have done evil. He teaches men to be submissive, but not only by loosing self respect. He expresses his views that man should understand that life of a man is universal, his feelings are universal. Hence, he should believe in universalism and mutual understanding.

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## Effect of Arabic Letters and Grammer on Persian language

*Syed Abbas Shah\**

### Abstract

Arabic letters when enter into the Persian language, take below grammatical functions.

**The sound:** "Alla" (i.e. alert) is sometimes used as a punishment sound in Persian language.

Alert! He must not cry that the great throne will be quaked if an orphan cries

**Conjunctive:** "Amma", "Ella", "Bal", "Laken" (i.e. but) and "hatta" (i.e. Even) are applied as conjunctive in Persian language (Persian Literature 2002). Ella is an exception letter in Arabic language that is considered as a conjunctive in Persian language.

**Adverb:** "Na'am" and "La" (i.e. Yes and no) are answering letters in Arabic language, yet these words in Persian language are called adverbs of emphasis that are substituted for sentence. For example, in Persian language, in response to the question "has Fereidun gone to Mashhad?" it is said "No." that means he has not.

**Preposition:** Arabic language prepositions applied in Persian language are considered as prepositions.

#### Arabic Verbs in Persian Language

Arabic verbs are rarely applied in Persian language and take below grammatical functions (Ali Mohammad Haghshenas 1997).

**Adverb:** Some verbs are applied as adverb in Persian language like "Yahtamel" which means "it is probable" in Arabic language and is applied as the adverb "maybe" in Persian language.

**Adjective:** Some negative verbs are applied as adjective in Persian language (Dr. Mohammad Moein 1961), like "lam yazre" that means "not growing" in Arabic language and is applied as an adjective and means "infertile" in Persian language.

**Conjunctive:** Some verbs are applied as conjunctive in Persian language like "madam" that is used as a conjunctive and means "as long as".

**Noun:** Some verbs are applied as noun in Persian language like "Ahsant" (i.e. Bravo).

**Sound:** Some verbs are applied as a praise sound like "Ahsant".

**Verb:** For example in some verses of Sanaei poetry, some Arabic verbs have been applied as verb like the below verse that italic words are Arabic verbs (Sanaei, 2003):

Why it has been said to the Saints orzoghni and vaffeghni why it has been said to the Prophets amanna and sollamna.

### Introduction

#### Arabic Grammar in Persian Language

Arabic grammatical rules are applied in two ways in Persian language, one with Arabic words and the other with Persian and non-Arabic words, and occasionally some changes are made in these grammars by Iranians.

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These grammatical rules include attribution, dual, plural, Arabic rhythms, synthetic infinitive, tanween, consistency of noun and adjective, comparative noun, absolute object, ablative (Persian Literature 2003).

**Attribution:** Some Arabic words applied in Persian language have not followed these rules: I. the redundant "t" of some words have not been excluded when attributing, like "san'ati" (i.e. industrial), Some of these words have been applied sometimes as per the rule and sometimes inconsistent with the rule, like "zera'at" (i.e. agriculture) that has been applied as both "zera'ei" and "zera'ati"; that is, sometime the redundant "t" has been eliminated and sometimes not.

**Dual:** There is not a great deal of Arabic duals in Persian language like "tarafein" (i.e. both parties).

**Plural:** Some female plurals have been applied in Persian inconsistent with the rules, like "talafat" (i.e. losses).

**Tanween in Persian:** Arabic words with tanween are seen in the oldest Persian works. These words were not many but from 6<sup>th</sup> century onwards they invaded our language, like "akhiran" (i.e. recently), "lozuman" (i.e. necessarily).

**Synthetic Infinitive:** It is an infinitive that is made by adding "idan" to the end of an Arabic or Persian noun, like "talab: talabidan" (i.e. to request), "jang: jang idan" i.e. to fight, (Dr. Mohammad Javad 2005). Also sometimes "iyat" is added to the end of Persian and non-Arabic words, like "Adam: adamiyat" i.e. humanity (Farshid Vard 1983).

**Tanween:** These words have firstly been few, yet from 6<sup>th</sup> century onwards these words invaded our language like another Arabic words and rules. Also some Arabic words that do not have tanween in Arabic language, has been applied with tanween in Persian language like "aksaran" (i.e. mostly), and some Persian and non-Arabic words have also taken tanween and has become common among some people like "telephonan" (i.e. by telephone), "telegraphan" (i.e. by telegraph), "dovoman" (i.e. secondly), "sevoman" (i.e. thirdly).

**Comparative Noun:** Here, there is similarity between the words in Persian language that are made by the suffix "tar" (the sign of comparative nouns) and comparative nouns of Arabic language; that is, both of them have both comparative and superlative meaning. So, the fact that "tar" (the comparative form) has been

occasionally applied in the meaning of "tarin" (the superlative form), may have been resulted from the effect of translating Arabic texts (Dr. Mohammad Javad 1984).

Consistency of noun and adjective, absolute object and ablative have similar trends, as well. Besides, many Arabic words have been transformed following entrance into the Persian language that is discussed in the following.

**Transformation in Arabic Words:** In irregular verbs, some Arabic words changed like "da'u" that becomes "do'a". Transformation is created via omission and conversion and combining letters and is divided into: 1) merger, 2) conversion of vowels (which is called "e'lal"), and 3) conversion.

**Merger:** It is occurred only when certain requisites are met. One of these requisites is that there must be no distance between two identical letters. Second, in three-letter words the second letter must be vocalic like "melal". Third in the words that merger has once occurred no other merger is possible. E'lal. These words have abundant application in Persian language like "mizan" that was "muzan", "khianat" that was "khuvanat", "mi'ad" that was "mu'ad", these words have entered into Persian after E'lal (Rashid 1429).

**Conversion:** It is divided into two types; it is either for vowels or for other letters, the latter is applied in Persian language: I. If one of the letters of Efte'al is "sad, zad, ta, za" (Arabic alphabet), then "t" is converted into "ta" like "ezterab" with "t" that becomes "ezterab" with "ta"<sup>19</sup>. ii. If one of the letters of Efte'al is "z, d, za" (Arabic alphabet), then "t" is converted into "d", like "eztiad" that becomes "ezdiad".

The effect of Arabic language on Persian language phonetics: As per extant evidence, phonetic and phonological system of Persian language has not been influenced by Arabic language until first 4-5 centuries, and it was more or less like middle Persian phonetic and phonological system. Consonant letters of middle Persian are as below:

P t c k  
b d j g  
F s x h  
Z (z)  
W r l y r M n

According to middle Persian experts, the phoneme state of the letter "gh" in middle Persian is doubtful, because this phoneme in some words of Zoroastrian texts has been

borrowed from other Iranian languages. Also the phoneme state of the letter "dz" is doubtful. Yet we know that in Dari Persian in Khorasan which was created by integration of middle Persian and Parti languages, there are some words with the letter "dz" and the application of this letter in those words is not dependent upon any specific position. Also there are some words in Dari Persian like "ghuk", "ghariv", "ghaltidan" etc., that have been borrowed from Iran eastern languages and the letter "gh" has been applied in the beginning of these words, while in such words as "bagh", "kalagh", etc. the letter "gh" has been placed after a vowel. Abu Hatam Razi in 322 lunar year states, Iranians cannot pronounce the letter "gh" of Arabic language and they say "volam" instead of "gholam"; so as it is seen the status of "gh" in Persian language is complicated. The comparison of phonetic and phonological systems of contemporary Persian and middle Persian languages reflects that the phoneme "hamzeh" that had only been placed in the beginning of the words commencing with vowels, is placed in other positions in contemporary Persian. Also the phoneme "gh" that has not existed in Persian language according to Arab and Iranian authors has entered into phonetic system of this language. Jahez states that Abu Moslem said "kolto laka" instead of "gholto laka" and in Persian Gulf coasts there is not still the letter "gh", as the people of these areas say "korban" and "kelyan" instead of "ghorban" and "ghelyan". The word "Gholam" is not nowadays pronounced "volam" by Iranians. In many areas of Iran, Afghanistan and Tajikistan, these two phonemes are distinctive. Acceptance of these pronunciations in Persian language has stemmed from two factors namely, first the entrance of mass of Arabic words with these phonemes into the Persian language and second, redeployment of multiple groups of Arabs in different parts of Iran. With regard to the first factor, it is worth mentioning that in 4th solar century Arabic words comprised 25 to 30 percent of Persian vocabulary, but in 6<sup>th</sup> solar century this figure reached 50 percent. The evidence of the second factor is the presence of Arabs groups in some parts of Afghanistan and Transoxiana.

Albeit in some parts of Iran, the phonemes "ha" and "ein" of Arabic language entered into the phonetic system of Persian language. In phonemes combination, Persian language has also been influenced by Arabic language. For example proximity of two occlusive phonemes in Persian language is impossible or difficult to pronounce, yet following the penetration of mass of Arabic words like "sabt", "rabt", "abd", etc. the proximity of two occlusive phonemes became usual for Iranians (Persian Literature 2004).

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## From Frying Pan into the Fire: Beggar under Dogra rule in Kashmir

Muzamil Rashid\*

### Abstract

*Beggar* is a Persian term which means employing anyone without remuneration or to force anyone to work against his will. According to Muzaffar Ahmad Khan, *Beggar* must have been an age-old practice in Kashmir perhaps as old as the history of organized wars, in view of the logistic requirements in a country of difficult terrain and mountain defiles (Khan, Muzaffar Ahmed 2012). The origin of this institution is traced back to the reign of king Samkaravarman who levied *rudhabharodhi* (forced labour) for military services. The practice continued as a vital institution of feudal and monarchical system under the Loharas, the Sultans, the Mughals, the Chaks, the Afghans and the Sikhs.

With the advent of the Dogra rule in Kashmir, the practice of *Beggar* assumed dangerous proportions (Khan Mohammad Ishaq 1974). This was mainly due to the fact that the earlier part of the Dogra rule was engaged in intense military actions in the frontier areas of Leh, Chilas, Kargil, Gilgit, Nagar, Yasin, Tibet, Iskardu, Hazara etc., (Saif-ud-Din et. al. 1997). To suppress their rebellious activities the State would mobilize its army and this meant restlessness for the masses too (The Ranbir Government Press, 1941). Since, the Government had to ensure a regular and constant supply to its army garrisons stationed in the conquered territories of those far-flung areas and since the army would not carry the supply loads themselves so as to preserve energy for possible encounters on the way which runs through terrains, snowy passes, dangerous and winding arid mountains paths, some 1700 feet from sea level from where not all would return alive, the exaction of *Beggar* was an easy device (Saraf, Muhammad Yusuf, 2005). It was impossible for a person to hide when the avaricious officials were on lookout for human carriage for those dangerous destinations (Ahmad, Khalid Bashir, 2017). The *Beggar* was chosen simply due to “the absence of any special laboring class in Kashmir and also because of the topography, the demand for *Beggar* fell, naturally, on the villagers”.

Thus, it was the Maharaja Gulab Singh (Singh, Bawa Satinder, 1974) who established a continuous line of supply for the troops in the above mentioned territories through *Beggar* without any consideration to pay them for their shelter, food and dress (Akhtar, Parveena, 2007). The *Beggars* carried the heavy loads in the month of autumn, in normal times, at any time of the year, if the conditions in the frontier territories were disturbed (Bamzai, P. N. K, 1962). Condemnations were meted out to such of the peasants who refused to carry loads and even children were also not spared (Khan, Mohammad Ishaq,

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1858). Pandit Khunya Lal, who was in Kashmir during the reign of Maharaja Gulab Sing, records in his diary: (Diary of Pandit Khunyal Lal).

“In the morning at Wattoo, I saw a crowd of about 20 people at my doors. I asked them who they were and what they wanted. They said they were plaintiffs and came to *Sahib* to complain of their grievances. On being asked what they had to say. They added they were *Domes* and of other castes, but His Highness the Maharaja had given them axes and ordered to cut trees in the Jungle, whereby they were ruined. They showed me their hands, which were full of corns. I asked them whether they get any wages. They said that they get nothing but a *Seer* of rice per day per man; and the reasons of their complaining was that they used to plough lands and thereby to support their families, but being employed in cutting trees they are obliged to neglect their lands, and so their families die of starvation. On hearing this, I asked them what the Maharaja was doing with that wood. They said that he sends for it at Cashmere by *Beggars* and there has it so sold by his people. After all this I told them that this *Sahib* can do nothing for them, and they returned disappointed, saying whether *Sahib log* had appointed the Maharaja to kill the people”.

*Beggar* continued to be cancer in the body politic under Maharaja Ranbir Singh (1858-1885 A.D.). Andrew Wilson has given us an eye-witness account of the miseries to which the villagers were subjected to *Beggar* during this period. Thousands of them were employed for carrying the retinue of the Yarkand envoy on the latter’s visit to Kashmir. There were said to be 3000 coolies employed carrying up him (envoy) and the commodities he had purchased in Europe Khan, Mohammad Ishaq 1858). The traveler goes on to say (Wilson, Andrew, 1876):

“I cannot say as to the exact number; but really there seemed to be no end of them, and they came from all parts of Kashmir. They were to be met with at almost every turning, and in various positions. At one moment I would find half-a-dozen of them resisting to groan under the weight of 24-pounder gun, wrapped up in straw, while a policeman of the Kashmiri Maharaja threatened them with his stick or even with his sword....Again, I would come across three or four of them at sundown, kneeling down at prayers, with their faces turned towards what was supposed to be the direction of Mecca....At another time a party of them would halt as I came by, support their burdens on the short poles which they carried for that purpose, and some Hindustani spokesman among them would say to me, ‘O protector of the poor’ (*Garib Pariwar*), you have been among these snowy mountains-shall we see our house-roofs again? “They all had the same story as to their monetary position. Each man had got five rupees (I do not know whether small *chilki*, Kashmir rupee or British, but should fancy the former) in order to purchase

rice for the journey; but their further expectations on the subject of pay were of the most desponding kind, and the only anxiety they showed us was, not as to how they were to get back again but as to whether it would be at all possible for them ever to get back again”.

During the summer of 1866 A.D., an unusual number of troops was to be sent to Gilgit, so the peasants, boatmen and tradesmen were caught to carry their supplies and luggage, sent in a hurry without the slightest provision being made for their lodgings, clothing or subsistence on the road ‘except one *seer* of rice for a day as their food and as payment’ (Thorp, Robert, 1946). A large number of them died on the occasion at the Gilgit Road, and the next batch was sent in the late autumn of 1866 A.D. with supplies on their backs but many of them died on the road due to cold and starvation. The authorities, however, continued sending the men-folk to a country through stony roads, which were covered with snow during winter season. The poor folk died enrooted for want of good arrangements by the Government during the reign of Maharaja Ranbir Singh (Ibid.). Robert Thorp makes a comment (Thorp, Robert):

“I have elsewhere taken occasion to notice this truly Hindu like act of barbarit. A Hindu-like act of barbarity I have called it, since it proceeded not so much from active cruelty as from a passive carelessness to human suffering; a dull, stupid indifference like that with which driver of the bullock wagon in Hindustan urges on his starved and yoke-galled beast, with blows and foul language, until the miserable brute falls dead on the road”.

According to Pir Hassan Shah in 1880 A.D., the inhabitants of the Gilgit demand their usual rights and then they started a revolt and a few soldiers raided the fort *Sher Qilla*. And when Maharaja Ranbir Singh heard this news he sent about 3,000 soldiers to Gilgit in order to crush the revolt. For transporting their baggage and other food items up to Hazara, peasants were brought to render *Beggar*. In this operation many of the peasants lost their lives and thousands of rupees were given as bribes by the peasants to escape from *Beggar* (Hassan, Shah).

*Beggar* remained one of the most pronounced features of the Kashmir administration during the period of Maharaja Pratap Singh (1885-1925 A. D.). The sufferings of the villagers of Kashmir were much greater in the late nineteenth century, mainly due to the construction of Jhelum Valley Cart Road and the Gilgit Road (Knight 1893). Thousands of them were forced to work for the successful completion of these roads since their construction was considered to be vital importance for the interests of British imperialism (Lawrence 1891). The conditions of the Kashmiri villagers deteriorated during the frontier

wars when a large number of them were seized for *Beggar* so as to serve the British interests (Khan, Mohammad Saleem 2002). Well known Kashmiri poet Wahab Parray sum up the dreaded *Beggar* in the following verses (Hajini, Wahab Parray 1971):

*Kari Begaruk wanaykyaho sasanshor-o-shar*

*Greesy palanala dithwari yaspethhan band bakhar*

**Translation:** “I cannot explain what the hue and cry of *Kar-i-Beggar*

Peasants were tied with saddles like asses for the whole year”.

No work on *Beggar* will be complete if reference is not made to the woes and sufferings of the villagers on the Gilgit frontier. In fact, the very name of Gilgit was dreaded by the peasants in the Dogra rule (Mrs. Hervey 1853) Thousands of them died in this area of strategic importance whenever the expeditions were sent to the frontier regions (Biscoe, Tyndale 1922). As Prof. Ganai observes (Ganai Muhammad Yusuf 2003):

Though the construction of Gilgit Road considerably lessened the terror of Gilgit *Beggar*, Gilgit menace still haunted the mental peace of many villagers, particularly, those living near the road and those who were in possession of horses, mules and asses as they were often forced to carry the loads.

When it was rumored that *Beggars* were to be sent to Gilgit, the villagers left for hills to protect themselves from the ghastly Gilgit (Gulshan Publishers 1989). Inhuman punishments were dealt out to those who demurred to leaving their homes for two or three months with the prospect of death from cold or starvation (Neve, Arthur 1913). As Lawrence observes (Lawrence, Walter R 1992):

Gilgit to the Kashmir is a constant terror, and when it was rumored that transport was wanted to convey the baggage of the troops going to or coming from Gilgit, there was a general stampede among the villagers. I have seen whole villages bivouacking on the mountains when the agents for the collection of transport arrived in their Tehsil, and I have seen inhuman punishment dealt out to men who demurred to leaving their homes for two or three months with the prospect of death from cold or starvation. I have seen villagers maimed from frost-bite or shriveled and paralyzed from exposure to cold, and it is no marvel that the Kashmir is should loathe the very name of Gilgit.

It was only a miracle if someone survived the most demanding journey, the frost bites, and the severity of winter, the meager and sometimes, an unfamiliar diet (Saraf,

Muhammad Yusuf 2005). If some porters slipped down the precipice or fell ill or had his feet frost-bitten, he was heartlessly abandoned to die by inches, totally unattended in his anguish and a prey to vultures and beasts while the *caravan* moved on, shamelessly unmindful of his tragic impending doom (Ibid). They died in large numbers along the road to Gilgit or Astor (Arthur Neve). While many others encouraged each other with the word of hope but it were only a few who survived (Thorp, Robert, 1885) thinking of their loved one. Saraf observes that outside Srinagar city, there is hardly a family in the Valley in which the tragic disappearance of some male relation employed on *Beggar* has not descended as a tragic part of the family chronicle from generation to generation (Saraf, Muhammad Yusuf, 1946).

Fortunately for posterity, some contemporary visitors to Kashmir have left some account of this dreadful institution of *Beggar*. Dr. Arthur Neve furnishes an eye-witness account of the serene farewell given by the villagers to their unfortunate relatives and friends picked by the officials for *Beggar*. The noble doctor remarks (Neve, Arthur):

“I was at Islamabad, endeavouring to fight an epidemic of cholera by sanitation, and noticed coolies collecting from all surrounding regions each with his blankets, spare grass-shoes, his carrying crutch, and light frame of sticks and rope in which to carry the load upon his back. And I was present at the great concourse on a green meadow in front of the mosque when a sort of farewell service was held for those starting on this perilous journey. Loud was the sobbing of many and fervid the demeanour of all as led by the *moullah*, they intoned their prayers and chanted some of their special *Ramzan* penitential psalms. Even braver men than the Kashmiris might have well be agitated at such a time, when taking farewell of their beloved once! Who would till their fields, what would happen during their long absence to their wives and children? To what perils would they themselves be exposed in the crowded bivouacs and snowy passes of that deadly Gilgit district”?

The labors impressed for *Beggar* were much exploited by the officials to fill their purses.

A. Wingate has given us a clear picture of the corrupt and cruel manipulation of *Beggar* by the officials. To quote Wingate (Wingate 1888):

“A requisition is made, say, for 500 coolies. The *Tehsildar* doubles the number. His emissaries quadruple it, and so a village that ought to supply, perhaps, five coolies, is asked for twenty. Fifteen men have to buy themselves off. It is notorious that this year large sums have been illegitimately collected in this way”.

No arrangements were made to distribute the inhuman practice of *Beggar* according to population, or to take it by turns from villages, and as a rule the unfortunate people who lived near the city or the town, or who lived near the Tehsil headquarters or along the line of communications were harassed daily, while more remote villages, whose inhabitants could flee to the mountains when the news came that coolies were wanted, had a comparatively speaking easy time (Lawrence, Walter R). Condign punishments were meted out to such of the peasants who refused to carry loads. Sometimes the non-compliers were tortured and beaten to pulp (Malik, Fazal Hussain 1931). Even children were not spared (Saif-ud-Din, Mirza, 1858). As Wahab Parray observes (Hajini, Wahab Parray):

*Gatchi hayus gairhaziros tasamli hisab*

*Chobtai be-izati, jurmana, dashnam-o-azab*

**Translation:**

The absentees were intensely accountable

They were beaten, disgraced, fined and tortured

And the most shameless part of *Beggar* was that when those of the peasant-labourers who had survived the vagaries of weather and harshness of the terrain and reached Gilgit were sold as slaves to the wild inhabitants of that inhospitable region. Even they could be exchanged for some animals (Biscoe, Tyndale, 1947). Tyndale Biscoe, who spent almost half a century in Srinagar, (Saraf, Muhammad Yusuf, 1946) has given the following account of *Beggar* as he saw it (Biscoe, Tyndale):

“At Bandipura they (peasants) were collected and loaded up. The only ration allowed them was a *seer* of rice per day; this they had to carry, plus the straw for making their straw shoes, plus their load of food for the garrison. No provision was made for them as they crossed the snow passes, so that many died on the road, and often it happened that when they did reach Gilgit, they were sold as the slaves to the wild inhabitants of that inhospitable region. The grandfather of one of my servants, who was sent there, was exchanged for a Chinese dog, but later on he escaped”.

Besides the above information, which was mostly gathered from the accounts of the foreigners, the memories of this institution are still with the older population of the Valley as well as the local poets. One of my informants Mohammad Abdullah Bhat narrated his dreaded memory of *Beggar* as (Mohammad Abdullah Bhat 2016):

“People were subjected to *Beggar* during the Dogra period. The villagers were forced to carry loads of essential items like grains, fuel, ammunition etc. to the frontier areas without any remuneration. Many labourers died on

the way because of cold and starvation. I remember that during the period every villager would sleep along with grass-footwear and *Satu* (a type of flour used with tea instead of bread) under the pillow as it was understood any time he may be called for *Beggar*”.

The famous poet of Kashmir Rahman Rahi laments the institution of *Beggar* through his poetry. He gives voice to the pain and agony of helpless Kashmiris through his poetic rendition. The following verses of his poetry reflect the practice of *Beggar* as (Rahi, Rahman 2009):

*Mulkas manz Begaer chay laej mach*  
*Hakim lukaw parayk admach*  
*Yeti kanhwunt ahmaya sarsap dew*  
*Tati gachis amaan Saar nisoo zun*  
*Yee buzith phif renchus logmut*  
*Wuntan azz Begaer chay laej mach*

**Translation:** *Beggar* has been imposed in the country  
The officials have issued the orders  
Where ever you find a camel like Kashmiri  
Send him to *Beggar*  
I am restless on hearing this  
Camel like Kashmiris is subjected to *Beggar*.

The gloomy condition of the agricultural classes is evident from the following verses of Mirza Arif (Arif, Mirza Ghulam Hassan Beg 2016):

*Wuchan Jagir daeri sag chulugmut*  
*Aemins aanmachi hind paeth dugmut*  
*Hukum achsaet zulmus boaj wathaes*  
*Yihinz rehmat gareebas narat rathaes*  
*Yihind koonoon aasaan khoon adluk*  
*Chukan trawan gareebas noon adluk*

**Translation:** On seeing the flourishment of *Jagirdari*  
This has grinded the poor into pieces

The tranny had closeness with State  
Their mercy is tyranny for the poor  
Their laws are murder of justice  
Their justice is adding salt to the injuries of the poor.

Reference may be made to the other aspect of *Beggar* as well. It consisted of requisitions for village produce and was a form of purveyance on behalf of officials. Under this system officials would obtain wood, grass, milk, poultry and grain, blankets and an occasional pony, cows and sheep free of cost, and higher officials would build houses in the city or cultivate waste land through the unpaid labour of the villagers (Lawrence, Walter R). Wahab Parray sums up this form of *Beggar* in the following verse (Hajini, Wahab Parray):

*Roz-o-shabthanygew ta kathzyan to kokarbeyi sheer kham*  
*Osdar harja parayankitch sulootu kinti zam*

**Translation:** Day and night, the butter, ghee, sheep, fuel, poultry and milk was  
extracted in bribe.

There was everywhere the open arrangement of loot and plunder for  
foreigners.

The misery of canal *Beggar* and helplessness of the poor peasants is epitomized in the following verses of G.N. Aatish (Aatish, G. N.):

*Ba Khudaya karta yaeri*  
*Laeg Begari taawnus saeri*  
*Gaey barbaad kam janaany*  
*Kulla khan naeki bozaf saanai*  
*Mard tae zani Begari laegikh*  
*Faeky gaeli khhundr izaelikh*  
*Raeth aekimaw daba daeli*  
*Kulla khan naeki bozaf saanai*

**Translation:** Oh! God have mercy on us  
We have been caught by misery of *Beggar*  
It has ruined the young people

Listen the tale of the drudging the canals  
 Men and women have been subjected to *Beggar*  
 They were starved and shivered in cold  
 The officials took gifts as bribe  
 Listen the tale of the drudging the canals.

*Beggar* cannot be said to have been analogously applied throughout the State. It is also important to remember that several sections of the society enjoyed certain exemptions in the levy of *Beggar* like Pandits, (E.F. Knight), Sikhs, religious clergy, privileged landlords, *Jagirdars* and cultivators working on the land grants of the privileged landholders (Saif-ud-Din 1992). As Prof. Ganai writes (Ganai, Muhammad Yusuf, 1939):

“The whole burden of *Beggar* fell exclusively upon the common Muslim peasantry as the Hindus, Sayyids, Thakurs, Rajputs and Sikhs were exempted from it. There was no less a source of resentment among the Muslims of Kashmir. That is why the Glancy Commission recommended that when a requisition for labourers for *Kar-i-Sarkar* would arrive in a village, the burden should be uniformly imposed upon all sections of the agricultural community”.

The following verses of Mirza Arif also testify the fact that all these classes’ officials as well as the clergy tyrannized the people in the name of *Beggar* (Arif, Mirza Ghulam).

*Malaw, waizaw, muqdamaw, zaeldaraw*  
*Shararat pasandaw tae sarmaydaraw*  
*Samith zulum kursarwiw zulungaraw*  
*Zarab guw lagan zakhm akigul phalaan guw*  
*Magar karwaan soun brunhbrunh pakaan guw*

**Translation:**

Clergy, preachers and rural intermediaries  
 Troubleshooters and men of wealth  
 Together all these tyrannized us  
 Our wounds continued to be pestered  
 But our caravan continued to go on.

A close examination of *Beggar* reveals that the tyrannical system had a baneful impact on socio-economic system of Kashmir. Firstly, *Beggar* often resulted in a total dislocation of



agricultural and other economic activities. It was mostly conducted in summer months when the lofty mountain passes remained open. Thus at a time, when the villager's presence was a must in their fields, the crops suffered owing to their absence. In consequence the village was impoverished and rendered incapable of paying its share of revenue to the State (Knight, E. F., 1858). Abdul Ahad Azad too laments on the atrocities faced by the peasantry in terms of *Beggar* (Azad, Abdul Ahad 1939):

*Pakun chum kar-i-begaras*

*Barun chum genis sarkaras*

*Yeyam vograi bapari*

*Ba nazar ehishk eh bemari*

**Translation:**

I can't escape from *Beggar*

And paying revenue in kind

I shall have to face the merchant who

Would come to recover the debt I owe to him

How can I afford the romance?

Secondly, *Beggar* had a disastrous effect on the developmental schemes and other works of the State. Many construction works, public and private, remained in the State of standstillness until the return of professionals, carpenters, masons, bricklayers from Gilgit and Astor (Throp, Robert, 1947). Thus, the tyrannical system of *Beggar* hampered the growth of any labour class in Kashmir (Khan, Mohammad Ishaq). As E. F. Knight writes (Knight, E. F.):

“When a dozen carpenters were required for Government work in a distant region, every carpenter in Srinagar was impressed by the police, and had to pay for his liberty. Sometimes all men of a trade-the bricklayers, for instance-getting wind that it is intended to make one of these raids upon them, fly from the capital to the mountains for a time, public and private building work coming to a standstill until they return”

Thirdly, the exploitative impact of *Beggar* also manifested itself in the form of ruthless extortion of milk, poultry, grain, pulses, ghee, butter, cows, ponies, sheep, fowls, eggs, walnuts, blankets etc., free of cost from the villagers in order to save themselves from being taken for *Beggar* (Khan, Ghulam Hassan, 1947 & Parvez, Ahmad, 1925).

Fourthly, the migration of people from Kashmir to different parts of Punjab and other parts of the British India resulted number of psycho-social problems. As Prof. Farooq Fayaz remarks (Mahjoor, Ghulam Ahmad, 1983):

“The mass exodus of men folk to the distant lands of Punjab gave rise to number of psycho-social problems. During the long absence of male members, some appalling moral laxities found their way into Kashmiri family life, especially in peasant society. These resulted in an unending process of family feuds, divorces and breaking of joint family structure”.

The following verses of Ghulam Ahmad Mahjoor also testify the fact (Ahangar, Altaf Hussain):

*Haagul avtohim aasaevuch hvan yarr myon*

*Bulbul avto hych hae iton dildar myon*

*Vany divan poshan prechhum yemberzalan*

*Aav maato hikun sujadoo goar myon*

*Rosha paaeth eyita poshibaa ghukhith karith*

*Chaani yina pholi dilbaro gulzarm yo*

**Translation:**

O Roses, you must have seen my love

O Nightingales, pray seek him out

Roving amid flowers I ask my narcissus

Didn't that charmer pass by you?

Come slyly to watch the flowers, and

Let bloom my life's garden too.

Fifthly, because of the severity of the *Beggars*, the institution of *Khana-damad* assumed a wide currency during the period under reference. Under this scheme of social governance, the plight of *Khan-damad* was always sad and pathetic. He was treated as chattel or serf and was always subjected to great injustice at the hands of his father-in-law and his own wife (Ahangar, Altaf Hussain 1986). Commenting upon the deplorable position of *Khana-damad*, Walter A. Lawrence writes (Lawrence, Walter R.):

“When a man's daughter is three years old...he takes a boy into his house as *Khana-damad* and this boy until he marries the daughter of the house, has to work like a drudge. And if forced labour was wanted for transport, the unfortunate *Khana-damad* was always sent. If he came back alive, he won

his bride. If he died it did not matter as a son of the house, at any rate, escaped”.....

This shows the position of a *Khana-damad* in father-in-law's house. The status of *Khana-damad* was no better than a slave who had no say and choice in his own matters and could not dare to dine even in the presence of his father-in-law (Ahangar, Altaf Hussain). Moreover, he was treated as an outcaste in his own home. The fact is well reflected by following Kashmiri proverb (Fayaz, Farooq):

*Gar pyathuk zaamitur, gov bari prethu khoen.*

**Translation:**

A son-in-law who lives with his father-in-law is like a  
dog at the outer door

Lastly, owing to officials bullying in the conduct of *Beggar* the villager became pessimistic (Walter R. Lawrence, 1891). He developed a somewhat fatalistic outlook on life and under the trying circumstances to become the worshipper of tyranny without any hope of redress, and without any authority to which he could appeal with the smallest hope of success, the villager found refuge in the shrines. But here he too was exploited to the maximum by the *Pirs, Pirzadas, Babzads* etc (Khan, Mohammad Ishaq 1858). In-fact his special veneration for these custodians of shrines grew out of his extreme poverty. Neither man nor nature took kindly to the poor villager (Knight, E. F.). Not infrequently he was tortured by natural calamities. The consequences of all this was degradation of morals in him (Khan, Mohammad Ishaq, 1858).

It was only after 1885 with the establishment of British Residency in Kashmir, the colonial State introduced some reforms for their own colonial interests. On the one hand, they continuously pressed the Maharaja to eradicate the *Beggar* system, but on the other hand, were actively involved in perpetuating it (Lone, Suhail-ul-Rehman, 1947). According to Macdonald, at a minimum, the British had three specific reasons for maintaining the existing system of *Beggar* or instituting some modified form of obligatory labour in Kashmir. He writes (Macdonald, Kenneth Iain, 1998):

“First, pressures to secure the frontier of British India against possible Russian invasion led to frequent conflicts with local rulers in Kohistan, Gilgit, Chitral, and Hunza and required coolie labour to transport supplies and munitions to the outposts of Kashmir and to travel with the troops during regular campaigns. Second, State and Indian Government officials travelling through the mountains required a trained transport corps to carry their luggage and supplies. In order to satisfy this irregular demand, men were

taken from their villages and stationed at regular intervals on district roads for extended periods. Third, imperial institutions such as the Survey of India and, indirectly, the Royal Geographical Society were actively involved in creating an official geography of the Karakoram Range and demanded a regular supply of transport labour”.

However, the institution of *Beggar* witnessed some relaxations under British influence. The construction of the Gilgit Road and the Jhelum Valley Cart Road during 1890s brought a bit of relief to the *Beggars*. Wingate, in his Preliminary Report recommended that a fixed number of men be supplied from each village whenever the need arises for *Beggar* (Wingate, Andrew 1888). In 1889, Maharaja Pratap Sing ordered that the wages of 4 *annas* for every working day and 2 *annas* for every halt be fixed when engaging peasants as coolies for carrying baggage (Lone, Suhail-ul-Rehman, 1947). This was for the first time that the *Beggars* were supposed to be paid any remuneration. Another important reform was that the use of ponies to replace men being used as carriage of loads (‘Article in “*Pioneer*” 1890 & Lone, Suhail-ul-Rehman, 1947). It does not mean *Beggar* should be abolished but it changed it into forced but paid labour.

In 1891, the task to deal with *Beggar* was entrusted to R.L. Logan, who after carefully analyzing the *Beggar* system, submitted a report to the Maharaja. He suggested the fair distribution of *Beggar* among all the inhabitants of Kashmir including Srinagar and also advocated for its continuance with some modifications (Logan, R. L, 1892).

In 1920, the State took an important step to abolish *Beggar* system and decided to grant exemption to a greater number of people. Now the *Beggar* was restricted only to the *Zamindars* in case of emergency ( JKA, Pol. 1920). But the order was no more than a ‘dead letter’ because there is ample evidence to show that it did exist even after that. As Prof. Ganai remarks (Ganai, Muhammad Yusuf ,1939):

“Though *Beggar* was partially abolished by the Government in 1891 and fully in 1920, it continued unabated in different forms. Because of medieval means of communication, overall technological underdevelopment, the prevalence of feudal expenditure pattern of the State and the consequent meager resources at the disposal of the Government, the problem of raising labour power for carriage and construction purposes on nominal wages formed a critical feature of the Dogra administration”.

If *Beggar* was abolished in 1920 then why the State Council in 1922 opinion that *Beggar* could not be abolished completely, as there were no means of transportation in the most parts of the State, especially in the far-flung areas (JKA, Pol 1922). Then why the

memorandums submitted by the Muslim representatives to the Maharaja in 1922(Suhail-ul-Rehman 1947) and also to Lord Reading during his visit to Kashmir in 1924 for the complete eradication of *Beggar*. Then why the Dogra Sadar Sabha submitted a number of memorandums from time to time in 1923, 1925, 1933 etc. to Maharaja for the complete abolition of *Beggar* in the State (Dass, Udham 2010). Moreover, as late as 1932, the Glancy Commission recommendations noted that “in many cases official, employ villagers to carry their baggage free of charge over long distances and indent on villagers for other services without remuneration”( Glancy Commission Report 1947).

The introduction of *Kar-i-Sarkar* Bill in 1935, by *Praja Sabha* envisaged the removal of *Beggar* from the State are nothing but a Xerox copy of rules of *Kar-i-Beggar* (JKA, For. and Pol. Deptt. 1935). In 1939, new rules enhancing the rates of impressed labour were made by the Governor of Kashmir (JKA, For. and Pol. Deptt. 1939) but these hardly changed the nature of *Beggar* in Kashmir. As Prof. Ganai writes ( Ganai, Muhammad Yusuf, 1939):

“As a matter of fact, till 1947, *Beggar* was obligatory upon the villagers to construct and repair the canals and embankments besides helping the rulers and high officials in their hunting pursuits and to peddle the boats of the royal river processions without any remuneration. And if anyone showed negligence, he was harshly punished and fined”.

Although, *Beggar* was totally abolished by the State in theory, but it continued to haunt people of Kashmir with renewed vigour till the end of Dogra rule in 1947. It was only after 1947 with the changing nature of the State, that the system of *Beggar* was abolished in all its harsh forms (Beg, Mirza M. Afzal, 1951). The Dogra administration corrupted a legitimate form of public work into forced labour to satisfy the interests of the State whereas the British modified a structure of forced labour in order to satisfy the interests of a new colonial power.

## References

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2. Khan, Mohammad Ishaq, “Some Aspects of Corvee (begar) in Kashmir (A. D. 833-1858)”, *Jammu and Kashmir Research Biannual*, Srinagar, Vol.1, No. 2, 1974, p. 61.
3. Saif-ud-Din, Mirza, *Akhbarat-i-Darbar-i-Maharaja Gulab Singh*, Vol. IV, 62ab, 64b, 66a, 67b, 70b and 74a. Other volumes of these *Akhbarat* are also replete with

details regarding *Begar*. Taylor, Reynell G, *Lahore Political Diaries 1847-49 (Punjab Government Records)*, Vol. VI, P, 71; Khan, Ghulam Hassan, *Ideological Foundation of the Freedom Movement in Jammu and Kashmir (1931-1947)*, Bhavana Prakashan, Delhi, 2000, p. 56. The institution of *Begar* was the most cruel practice and forms of oppression established by the Dogra rulers to terrorize the population and keep them in submission. The misfortune of innocent Kashmiris in the form of *Begar* imposed upon them did not only hurt the pride and dignity of the already crushed peasants, but also accounted for the loss of immense manpower due to cold and starvation. Under the practice, thousands of people, village after village were picked up and ordered to carry loads of grains or other essentials to the frontier areas without being paid any compensation for the labour. Any refusal amounted to death. Naqash, Nasir A and Shah G.M., *Kashmir: From Crisis to Crisis*, APH Publishing Corporation, New Delhi, 1997, p. 39.

4. Annual Administrative Report of the Jammu and Kashmir State for the Samvat 1996-97 (17<sup>th</sup> Oct. 1939-15<sup>th</sup> Oct. 1940), *The Ranbir Government Press*, Jammu. 1941, pp. 21-23.
5. Saraf writes, “In any regime, the civilians may die of hunger but the army continues to be adequately fed; so a permanent supply line had to be established between Srinagar and the northern areas to maintain the flow of supplies”. Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom (1819-1946)*, Vol. I, Ferozoono Ltd. Lahore-Pakistan, 2005, p. 273.
6. Ahmad, Khalid Bashir, *Kashmir: Exposing the Myth Behind the Narrative*, Sage Publications India Ltd., New Delhi, 2017, p. 78.
7. Maharaja Gulab Singh himself employed forced labour on more than one occasion for carrying his baggage from Kashmir to Jammu. Singh, BawaSatinder, *The Jammu Fox: A Biography of Maharaja Gulab Singh of Kashmir, 1792-1857*, Southern Illinois University Press, Carbondale, 1974, p. 169.
8. “.....since the full amount that an ordinary man can carry is given to the *zamindar* or he was not allowed any *russad* (rations) for the journey and since little or nothing can be purchased on the road, it is obvious that he must either eat part of his load or starve; for which act their wages were reduced proportionately”. Akhtar, Parveena, *The History of Kashmir in Political*,

- Economic and Socio-cultural Perspective (1846-1885 A.D.)*, Kashmir Info Publications, Srinagar, 2007, p. 148.
9. Bamzai, P. N. K., *A History of Kashmir Political, Social, Cultural from the Earliest Times to the Present Day*, Metropolitan Book Co., Delhi, 1962, pp. 658-59. Muzaffar Khan writes, "Villagers were dragged away from their houses by force and through fear, to carry the loads of the soldiers, food, fuel and even ammunition. The same village had to provide men, every time, not by rotation. If the labourer died on the way, his corpse was not returned to the bereaved family. On the other hand a substitute was demanded". Khan, Muzaffar Ahmad, *Kashmiri Muslims an Historical Outline*, Vol. II, p. 50.
  10. Khan, Mohammad Ishaq, "Some Aspects of Corvee (begar) in Kashmir (A. D. 833-1858)", p. 61.
  11. Diary of Pandit Khunyal Lal, *Lahore Political Diaries*, Vol. VI, p. 260.
  12. Khan, Mohammad Ishaq, "Some Aspects of Corvee (begar) in Kashmir (A. D. 833-1858)", p. 62.
  13. Wilson, Andrew, *The Abode of Snow: Observations on a Journey from Chinese Tibet to the Indian Caucasus, Through the Upper Valleys of the Himalaya*, William Blackwood & Sons, Edinburgh & London, 1876, pp. 267-88.
  14. Thorp, Robert, *Cashmere Misgovernment*, Longmans, London, 1870, p. 74; Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom (1819-1946)*, Vol. I, p. 279; Akhtar, Parveena, *The History of Kashmir in Political, Economic and Socio-cultural Perspective (1846-1885 A.D.)*, p. 149.
  15. Ibid
  16. Thorp, Robert, *Cashmere Misgovernment*, pp. 98-99.
  17. Hassan, Shah, *Tarikh-i-Hassan*, Vol. II, Research Library, Srinagar, pp. 869-70.
  18. Three hundred labourers and their mules perished in a single storm on the Rajdiangan Pass between Bandipora and Guraz, in the autumn of 1890. Knight, E. F., *Where Three Empires Meet*, Longmans Green and Co., London, 1893, pp. 68-69.
  19. Lawrence writes, "Once when I was going up the Sindh Valley I came across some soldiers raising carriage for Gilgit. The *Havildar* admitted that he had torn the whole whisker off one man's face, and said he had done, it under instructions

from a Pandit deputed from the *Tehsil*. He added that the people were so disinclined to go away for two months to Gilgit, that it was necessary to tear their hair out. He saw nothing to be ashamed of, and challenged my right to interfere". Lawrence to Nisbet, Nov. 13, 1889; NAI, For.Deptt. Sec. E, Progs. Nos. 295-326, Feb. 1891.

20. It is difficult to say how many of the villagers died of cold and disease; how many died of starvation; how many fell into river or was beaten to death by the Dogra soldiers; or how many were sold as slaves in Dardistan or other parts of Central Asia. But their number must have been very large because there is both documentary and circumstantial evidence to support our contention. Khan, Mohammad Saleem, *The History of Jammu & Kashmir 1885-1925*, Gulshan Publishers, Srinagar, 2002, p. 127.
21. Hajini, Wahab Parray, *Dewan-i-Wahab*, edited by Prof. Mohi-ud-din Hajini, Jammu and Kashmir Academy of Art, Culture and Languages, Srinagar, 1971, p. 8.
22. Mrs. Hervey records that, "While entering in a village I heard nothing but weeping and on inquiry, I found that two hundred villagers were then being taken away to Gilgit. It is really distressing to hear nothing but mourning and lamentation in every village one enters". Mrs. Hervey, *The Adventures of a Lady in Tartary, Tibet, China and Kashmir*, Vol. 2, Hope and Co., London, 1853, p. 229.
23. Biscoe, Tyndale, *Kashmir in Sunlight and Shade*, Seeley, Service & Co., London, 1922, p. 236.
24. Ganai, Muhammad Yusuf, *Kashmir's Struggle for Independence (1931-1939)*, Mohsin Publications, 2003, p. 53.
25. the more mention of Gilgit was sufficient to drive whole village to the hills, there to hide for days on end, until they were convinced that the danger of being pressed into service had passed". Norris, Dermot, *Kashmir-The Switzerland of India*, Gulshan Publishers, Srinagar, 1989, p. 94.
26. Neve, Arthur, *Thirty Years in Kashmir*, Edward Arnold, London, 1913, p. 140; Akhtar, Parveena, *The History of Kashmir in Political, Economic and Socio-cultural Perspective (1846-1885 A.D.)*, p. 149.



27. Lawrence, Walter R., *The Valley of Kashmir*, Chinari Publishing House, Srinagar, 1992, p. 413.
28. Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom (1819-1946)*, Vol. I, Ferozsons Ltd. Lahore-Pakistan, 2005, p. 273.
29. Ibid., pp. 273-74; Arthur Neve writes about his passage through Rajdingan Pass where "I heard pitiful their tales of the plight of the poor coolies dragged from their homes in hundreds every year to carry supplies to the far off garrison of Gilgit. And I could realize some of the difficulties, for the unmade track were not easy for well-equipped lightly laden men, how much less for the porters, who had to carry sixty pound load in addition to their own personal rations for twenty days, clothing and grass shoes". Neve, Arthur, *Thirty Years in Kashmir*, p. 60.
30. Arthur Neve writes that while crossing Astor in the early eighties his old servant pointed out to him the places where he had seen groups of corpses, "on the Kamri Pass one of the camps was called "murdadafan" meaning the "burial ground", for some years previously an avalanche swept upon the party of soldiers camped there and buried them". Neve, Arthur, *Thirty Years in Kashmir*, p. 140.
31. Thorp, Robert, *Cashmere Misgovernment*, pp. 76-77; Akhtar, Parveena, *The History of Kashmir in Political, Economic and Socio-cultural Perspective (1846-1885 A.D.)*, p. 149.
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35. Lawrence, Walter R., *The Valley of Kashmir*, p. 413.
36. Malik, Fazal Hussain, *Kashmir Aur Dogra Raj (1848-1931)*, Gulshan Publishers, Srinagar, 1980, p. 138.
37. Saif-ud-Din, Mirza, *Akhbarat-i-Darbar-i-Maharaja Gulab Singh*, Vol. IV, f. 51a, f. 62b; Khan, Mohammad Ishaq, "Some Aspects of Corvee (begar) in Kashmir (A. D. 833-1858)", p. 61.
38. Hajini, Wahab Parray, *Dewan-i-Wahab*, edited by Prof. Mohi-ud-din Hajini, p. 8.

39. Biscoe, Tyndale, *Kashmir in Sunlight and Shade*, p. 236; Khan, Ghulam Hassan, *Ideological Foundation of the Freedom Movement in Jammu and Kashmir (1931-1947)*, p. 57.
40. Saraf, Muhammad Yusuf, *Kashmir's Fight for Freedom (1819-1946)*, Vol. I, p. 278.
41. Biscoe, Tyndale, *Kashmir in Sunlight and Shade*, p. 236.
42. Interview with Mohammad Abdullah Bhat, resident of Kangan, Ganderbal, age 85 years old, dated on May 18, 2016.
43. Rahi, Rahman, *Novroz-o-Subah*, Kashmiri Department, Kashmir University Hazratbal, Srinagar, 2009, p. 26.
44. Arif, Mirza Ghulam Hassan Beg, *Kulyat-i- Arif*, edited by Prof. Ghulam Mohammad Shad, Mirza Arif Educational Trust, Srinagar, 2016, p. 385.
45. Lawrence, Walter R., *The Valley of Kashmir*, p. 414.
46. Hajini, Wahab Parray, *Dewan-i-Wahab*, edited by Prof. Mohi-ud-din Hajini, p. 76.
47. Aatish, G. N., *Koushir Luka Beth*, Vol. VIII, Jammu and Kashmir Academy of Art, Culture and Languages, Srinagar, 1988, p. 268.
48. E.F. Knight observed: "All Hindus were exempted from *Begar*, the burden falling on Mohammedan villages only. Some of these escape it, for it occasionally happens that a whole village is sold by its cultivators for a nominal sum to some influential Hindus, on condition that he obtains for him exemption from *Begar*, while they remain on the land as his tenants. So many others, more or less, fraudulent methods for attaining the same end are practiced that the incidence of the *Begar* falls very oppressively on certain poor and unprotected villages which cannot afford to purchase immunity". Knight, E. F., *Where Three Empires Meet*, p. 70.
49. Saif-ud-Din, Mirza, *Akhbarat-i-Darbar-i-Maharaja Gulab Singh*, Vol. III, f. 27; INA, R. Logan, *Report on Financial Condition of Kashmir*, 1892, p. 29; Pampori, Mohammad Sultan, *Kashmir in Chains(1819-1992)*, Pampori Publishing House, Srinagar, 1992, p. 52. The total population of Kashmir as per the census of 1891 was 8, 14,241. Out of which, the Hindus were 52, 576, the Sikhs 4,092, the Christians 132, the Paris 08 and the rest 7, 57,433 were the Muslims. Thus out of

- the whole population of Muslims 414,241 persons were actually liable to *Begar*. Census of India, pp. 14-15; Imperial Gazetteer of India, Vol. XV, pp. 120-121. About half of the population lived in lands which were, by rule, exempted from *Begar*. Lawrence, Walter R., *The Valley of Kashmir*, p. 412.
50. Ganai, Muhammad Yusuf, *Kashmir's Struggle for Independence (1931-1939)*, p. 53.
  51. Arif, Mirza Ghulam Hassan Beg, *Kulyat-i- Arif*, edited by Prof. Ghulam Mohammad Shad, p. 260.
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# Digital World and Privacy of Children – An Analysis

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## ABSTRACT

As far as the word privacy is concerned it actually means the ability of any individual or group to seclude themselves or information about themselves, and thereby express themselves selectively. When something is private or personal to a person, it usually means that something is inherently special or sensitive to them. Every individual has full authority to protect his information in real life and more importantly on digital platforms like social media websites or any other digital media. The issue of privacy of children is increasing at an alarming rate. In this paper I am going to discuss conceptual analysis of the concept of privacy, its protection and the parties involved in the infringement of privacy and how law affords protection to the protection of privacy of persons in general and children in particular.

**Keywords:** Children, information, technology, law, exploitation, mental health.

## INTRODUCTION

The potency and convulsion of life nowadays, had led to the change in culture as a result of which man is exposed to the world, and it had invaded his solitude and peace. Because of this changing trend man had suffered multiple problems like torment and excruciation.<sup>1</sup> The history of right to privacy traces even more than 1890, when Justice Louis Brandeis jotted “The Right to Privacy.” In olden days the function of law was only to protect any intrusion in the existence and belongings of the people. Nowadays due to expansion of internet in every sphere of life it is very difficult for the Courts to struggle what comes within the ambit of the term privacy.<sup>2</sup>

According to etymological meaning of privacy has been taken from Latin term ‘privatus’ which means ‘separated from the rest’ deprived of something, esp. office, participation in the government’ and from ‘privo’ which means ‘to deprive’, is the ability of an individual or group to seclude themselves or Information about themselves and there by reveal themselves selectively<sup>3</sup>.

As far as children are considered many agencies extract confidential information of children by logging to various social networking sites like Facebook etc. As compared to adults children are unaware of the fact that law affords their confidential information

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<sup>1</sup> Meenakshi Bains, Right to Privacy in the Digital Era, [https://amity.edu/UserFiles/aibs/37f9Article-IX%20\(Page%2066-74\).pdf](https://amity.edu/UserFiles/aibs/37f9Article-IX%20(Page%2066-74).pdf) (last visited on October 19, 2021).

<sup>2</sup> Alyssa M. Brumis, “The Right to Privacy in a Digital Age: Reinterpreting the Concept of Personal Privacy”, VOL. 8 NO. 09 | PG. ½, (2016).

<sup>3</sup> Sangh Priy Goutam, The Right to Privacy in Emerging Digital Era : Indian Legal Scenario (2014-2015).

protection under Right to Privacy. Due to their tender age their online activities are being watched by their parents, school authorities and the state which can be prove detrimental for them in the future discourse. Instead if they know they are being watched by someone they will self discipline their activities but unfortunately this does not happen<sup>4</sup>.

The Children in today's world are born with computers so their parents face a lot of difficulty in bringing up their children. John Cannataci presented a report in which he explained how this digitisation had immensely affected the lives of children in particular. He presented the report before 47<sup>th</sup> Report of the Human Rights Council that how digital technology affected the intelligence and privacy of children. Its not upto the parents only to protect rights of children but state has also its role to play<sup>5</sup>.

Office of the UNICEF Research-Innocenti engaged some participants see how internet is being monitored and used by children all around the World. It had published various article, journals and research papers and framed Internet related policies which affect little ones. There are various discourses upon various games which are played with help of internet by children and how digital technology is affecting their mental health. Little children are facing sexual exploitation and abuse by the third parties.<sup>6</sup>

## **RIGHT TO PRIVACY UNDER INTERNATIONAL AND NATIONAL LAWS**

The concept of privacy is enshrined in various national and international conventions. By the conventions and laws we came to know about the importance and significance of the concept of privacy which is important both for individual as well as for societal benefit. The most important international instruments like Universal Declaration of Human Rights, International Covenant for Civil and Political Rights,

Article 12 of the Universal Declaration of Human Rights states:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

In decided case of Lloyd v. Google LLC<sup>7</sup> It was held that in granting permission to Mr Lloyd to serve his claim on Google, the Court of Appeal made two key findings: that

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<sup>4</sup> <https://home.crin.org.org>digital-rights> (last visited on 14 October, 2021).

<sup>5</sup> United Nations Office of The High Commissioner, Children's right to privacy in the digital age must be improved, (July 2021).

<sup>6</sup> <https://www.icef-irc.org> last visited on 15 October, 2021.

<sup>7</sup> [2019] EWCA Civ 1599,

damages are capable of being awarded for loss of control of personal data without the claimant having to prove financial loss or distress.

Article 17 of the International Covenant on Civil and Political Rights states:

No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks<sup>8</sup>.

Further, General Comment No. 16 to Article 17 Right to Privacy in the International Covenant on Civil and Political Rights to which India is a signatory State Party emphasized that:

The gathering and holding of personal information on computers, data banks and other devices, whether by public authorities or private individuals or bodies, must be regulated by law. Effective measures have to be taken by States to ensure that information concerning a person's private life does not reach the hands of persons who are not authorized by law to receive, process and use it, and is never used for purposes incompatible with the Covenant. In order to have the most effective protection of his private life, every individual should have the right to ascertain in an intelligible form, Whether, and if so, what personal data is stored in automatic data files, and for what purposes. Every individual should also be able to, ascertain which public authorities or private individuals or bodies control or may control their files. If such files contain incorrect personal data or have been collected or processed contrary to the provisions of the law, every individual should have the right to request rectification or elimination<sup>9</sup>.

Also we have Article 16 of Convention on the Rights of the Child states :

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks<sup>10</sup>.

### **International legal provisions regarding protection of children's internet privacy**

#### **Children's Online Privacy Protection Act (USA)**

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<sup>8</sup> United Nations Office of The High Commissioner, "International Covenant on Civil and Political Rights," (23 March 1976).

<sup>9</sup> <https://privacy.sflc.in/universal/>(Last visited 20 October,2021).

<sup>10</sup> United Nations Office of The High Commissioner, "Convention on the Rights of the Child," ( 2 September 1990).



COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age<sup>11</sup>.

### **China: Regulation on Online Protection of Children's Personal Information**

On August 22, 2019, the central internet information regulator of the People's Republic of China (PRC or China), the Cyberspace Administration of China, issued the Provisions on Online Protection of Children's Personal Information. The new data privacy regulation "sets forth high-level requirements for the collection, storage, use, transfer, and disclosure of the personal information of children within PRC territory," according to lawyers practicing in China. It is China's first law specifically regulating the protection of children's personal information on the internet. The Provisions took effect on October 1, 2019. (Art. 29.)<sup>12</sup>

### **General Data Protection Regulation (GDPR) (EU)**

The General Data Protection Regulation (GDPR) is the toughest privacy and security law in the world. Though it was drafted and passed by the European Union (EU), it imposes obligations onto organizations anywhere, so long as they target or collect data related to people in the EU.<sup>13</sup>

### **UNICEF India's Child Online Protection in India Report, 2016**

In the year 2016, UNICEF released a report on the increasing internet users emphasizing the Children' users, flagging the increasing threats of cybercrime and the lacunae in existing laws. UNICEF in its report cited the increasing number of children users in India and cited the need for cyber laws or any kind of law like COPPA and GDPR in the USA and EU respectively. The report included increasing crimes like cyberbullying, stalking, phishing, and data breach showing that the Indian administration is technically unequipped to deal with such kinds of crimes. The report also sought a stringent law to be brought by the government for the protection of children's right to privacy.<sup>14</sup>

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<sup>11</sup> <https://www.ftc.gov/enforcement/rules/rulemaking-regulatory-reform-proceedings/childrens-online-privacy-protection-rule>(Last Visited 20 October,2021).

<sup>12</sup> <https://www.loc.gov/item/global-legal-monitor/2019-10-28/china-regulation-on-online-protection-of-childrens-personal-information-issued/>(Last Visited at October20,2021).

<sup>13</sup> <https://www.google.com/>(Last Visited On 20 October,2021).

<sup>14</sup> <https://blog.iplayers.in/online-privacy-rights-children/>(Last Visited on 20 October,2021).

### **The personal data protection bill 2019: provisions protecting children’s online data**

The government after a long period of time, tabled its first The Personal Data Protection Bill, 2019 in the Parliament in December 2019. The personal data protection bill seeks to protect the personal data of the individual and establishment of a data protection authority for the same. Chapter IV of the Personal data protection bill provides provisions for the processing of personal data and sensitive personal data of the children. It further provides that the personal data processing shall be done by the government, companies incorporated in India and foreign companies dealing with the personal data, collectively known as “data fiduciary”. Section 16 of the bill lays down the grounds regarding the processing of data. It states that every fiduciary shall process the data in such a manner that serves the best interest of the children, protecting the rights of the children. The data fiduciary shall verify the age of the children and in case of minors shall obtain the parental consent before processing any kind of personal data. This regulation brings the data fiduciaries like online commercial service or website directed to children for educational or large data processing purposes as the “guardian fiduciaries”. The guardian fiduciaries providing counselling or child protection shall be exempted from obtaining parental consent. The provision shall bring the educational institutions and the counselling institutions within the ambit of “guardian fiduciaries”. The Data Protection Authority, a regulating body incorporated under the provisions of the Act shall have the right to protect the interest of individuals and prevent the misuse of data. In case the data fiduciary is found to have indulged in violation or irregularities while processing of data, it shall be punished with a fine of 15 crores or 4 percent of the total annual turnover whichever is higher<sup>15</sup>.

Lately, there have been a lot of discussions and debates surrounding data privacy and protection of children. In February this year, the Government of India released the Draft Information Technology Rules 2021. However, this Rule is silent on the protection of data pertaining to children. The Personal Data Protection Bill 2019, yet to be enacted and implemented, is the first to talk about personal data and proposes creating a Data Protection Authority in India. However, the Bill has been criticized for lack of differentiation of ages of children and how privacy could mean different things to different people. The draft law demands that Data Harvesters verify the age of children and take the consent of the parents and guardians before the data is processed<sup>16</sup>.

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<sup>15</sup> Id at para 6.

<sup>16</sup> Zehru Nisa, “Children’s Right to Privacy in the Social Media Era,” Greater Kashmir, (October 10, 2021).

However, given the access the children have to the devices of their parents, no holds barred, including their social media accounts, this Bill is just another failure in making till more is brought into its ambit. The concept of Gatekeeping and Internet being a No Man's Territory are opposite ones. While many have been advocating freedom of expression and choice, and criticizing the "interference" in enjoying the democracy of content brought in by the internet and social media, many are skeptical. Children, unlike adults, cannot be held accountable, nor responsible for what they see, what they consume, what they post and what they get posted as. "Consent" is an important word and needs to be underlined in Education. It is the responsibility of the parents, teachers, child rights organizations and Governments. The age of consent for internet and online content and data can go to debate rooms<sup>17</sup>.

In a recent landmark judgment, *K.S.Puttaswamy v. Union of India*<sup>18</sup>, right to privacy undeniably attained the status of a fundamental right and hence, it will retain its status amongst the Golden Trinity of Article 14 (Right to Equality), Article 19 (Right to Freedom) as well as Article 21 (Right to Life and personal liberty). In this judgment, both the earlier judgments viz. *M.P.Sharma and Kharak Singh*, stand overruled<sup>19</sup>.

Shannon and Sorenson had highlighted the role of parents in violating the privacy of their own children in a way posing a threat to the coming future generation. As parents post the photos and videos of their children online, then there is no limit how much they share and what can share. They can though control it but they don't. Some parents have made everything public forgetting that they are only the privacy of their children. In nutshell the Article highlighted the role of privacy in infringing the privacy of children and how adversely it can impact their lives the future discourse<sup>20</sup>.

**The State of the World's Children, "Children in a Digital World" United Nations Children's Fund (UNICEF), December 2017:** This report talks about the impact of digital technology on the children. Digital technology changed the notions of living of people most importantly of the children. Earlier children used to play in playgrounds with their friends and peers but now they stick to their laptops or mobile phones which increases the risk of children being abused by predators in various forms be it sexual abuse or infringing their right to privacy. Earlier school children were bullied in school playgrounds but now it had been shifted from school to their own homes even more

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<sup>17</sup> Id at para 5.

<sup>18</sup> [2015 (8) SCALE 747],

<sup>19</sup> <https://lawtimesjournal.in/privacy-as-a-fundamental-right/> (Last visited on 20 October, 2021)

<sup>20</sup> Shannon Sorenson, Protecting Children's Right to Privacy in the Digital Age: "Parents as Trustees of Children's Rights," Vol 36, (2016) LAW eCommons, Issue 3.

specifically to their own rooms. Both tutors and parents are struggling to regulate the screen time of their children. In a way author is telling that digital technology had impacted lives of the children in such a manner that it is very difficult to control the effect of technology in their daily lives<sup>21</sup>. Further, Sonia Livingstone, in his book discusses about privacy and data protection in the digital era. It discusses about data protection impact assessment and what national data protection laws include. It emphasises ways how to protect the data privacy of children like by keeping their identity anonymous in the digital world. It further focuses on the concept of sharenting. It lays emphasis on internet of things and internet of toys that how it impacts on the privacy on little ones<sup>22</sup>.

## **CONCLUSION**

The concept of privacy seems to be diminished as there is very less scope to protect the privacy of children in this digital world and the various parties are responsible for this like parents, schools, children themselves who are too immature to understand the consequences to something being posted online. In India as there is no law enacted by the Legislature to protect the privacy of the children and I strongly suggest the enactment of the law which will contain full fledged provisions regarding protection of privacy of individuals and children in particular so that our young generation will be protected by pornography, stalking and other cyber crimes as protection of privacy is an well recognised fundamental right by the Indian Judiciary.

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<sup>21</sup> The State of the World's Children, "Children in a Digital World" United Nations Children's Fund (UNICEF), December 2017.

<sup>22</sup> Sonia Livingstone, Eva Lievens, John Car, Handbook of policy makers of the rights of child in the digital environment, Council of Europe, 2020.

# Universal Accessibility Issues: An assessment statement of Online Travel Aggregators' (OTAs) websites towards Accessible Tourism

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## Abstract

Accessibility of information for all, especially for People with Disabilities (PwDs) is a major concern in today's digital world. In order to address this access need, it is important to have an assessment statement of websites regarding access for PwDs. With respect to Indian tourism, Online Travel Aggregators' (OTAs) websites are the major source of information for tourists to plan and decide on their trips. Therefore, this study has examined Twenty 20 OTAs of India websites regarding their impact on accessible tourism. Various online testing tools and indices are used for their evaluation processes of web pages along with manual study conducted. It addresses the availability of accessibility features, web accessibility and readability status, and security features of these OTAs websites from the accessible tourism perspective. The result manifest that they are not following Web Content Accessibility Guideline (WCAG) while designing their websites and has a poor level of accessibility and readability status which are the major obstacles for achieving the accessible tourism successfully. Therefore, some implications for the Government and industry are suggested to address the barriers and to enhance tourism especially for PwDs globally. In addition, an agenda for future research on accessible tourism involving OTAs websites based on different parameters has been proposed.

Keywords: OTA websites, Accessible tourism, WCAG, Web accessibility, Web readability, PwDs

## Introduction

In the 21st century, World Wide Web (WWW) has emerged as the rapidly growing field of Internet, facilitating dissemination of multimedia information in the tourism and hospitality domain (Benckendorff, Zheng, & Sheldon, 2019; Buhalis, 2003; Buhalis & Jun, 2011). It enables computer, laptop, and mobile users to locate and view multimedia information like textual data, videos, sounds, graphics, and images based on document over Internet for any subject (Deitel, Deitel, & Nieto, 2004). With the development of Web 2.0, a web design that emphasizes user generated content through user interaction and community contribution (O'Reilly, 2007), tourism industry has reached a new height since the consumer prefers online rather than offline. Users are the most significant aspect of Web 2.0 – so significant, in fact, that in 2006, Time magazine's "Person of the year: you" (Grossman, 2006) the magazine acknowledges the social phenomenon of web

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2.0, the shift away from the dominant of few to empower many. “We cannot be device-centric, we must be user-centric” these words of Bill Gates emphasizes the importance of the users in web 2.0 (Gates, 2006). It is also used for a lot of application in tourism industry such as new service development, knowledge management, marketing etc. (Sigala, 2012; Sigala & Chalkiti, 2014; Tavakoli & Wijesinghe, 2019). Thus, the application of technology in tourism sector is necessary to its growth and success (Sheldon, 1997).

Internet and WWW remove the physical barriers of disabled people for independent living and ameliorates the decision making ability (Ritchie & Blanck, 2003; Waldron, Lavitt, & Kelley, 2000). The web is basically designed to use for all the people, irrespective of their software, hardware, location, language and ability. According to Tim Berners-Lee, “The power of the Web is in its universality. Access by everyone regardless of disability is an essential aspect” (Henry, 2019). “Thus the impact of disability is radically changed on the Web because the Web removes barriers to communication and interaction that many people face in the physical world” (Henry, 2019). Websites of Online Travel Aggregators (OTAs) provide a major source of information for planning, comparing and booking online travel related product and service due to its convenience for People with Disabilities (PwDs). They use different forms of assistive technology to browse websites such as alternate keyboard, voice recognition, Braille display, alternative pointing device, and screen reader (Lazar, Dudley-Sponaugle, & Greenidge, 2004). However, when websites and applications are poorly designed and incompatible with assistive technology, it does not help PwDs for their decision making regarding tourism. For making it easy to all the users especially PwDs, the websites must be accessible and it should follow the Web Content Accessibility Guidelines (WCAG) developed by World Wide Web Consortium (W3C)<sup>1</sup>.

In response to the importance of web on PwDs, web accessibility is the most contested subject of research in education and government websites. Substantial studies have been made on web accessibility in these fields (Akgül & Vatansever, 2016; Inal, Rızvanoğlu, & Yesilada, 2019; Ismail & Kuppusamy, 2018, 2019a, 2019b; Ismail, Kuppusamy, & Paiva, 2019; Ojha, Ismail, & Kuppusamy, 2018b, 2018a). In tourism, there is a dearth of researches on Web accessibility, only few researches have been conducted till date from WCAG 2.0 perspective (Domínguez Vila, Alén González, & Darcy, 2019a; Gutierrez, Loucopoulos, & Reinsch, 2005; Shi, 2006). Most of these studies are based on either websites of official National Tourism Organizations (NTOs) or websites of Destination Marketing Organizations (DMOs). The study of accessibility and readability on OTAs

from accessible tourism perspective is rarely found in tourism literature. Majority of the research studies are based on the concept of web accessibility and have ignored the readability aspects of tourism websites (Shi, 2006). From the Indian context, only few researches have been conducted on web accessibility, which are related to OTAs and other Government and educational websites. These studies also disregarded the concept of readability akin to previous researches (Mounika, Karia, Sharma, & Biswas, 2019; Patra, Dash, & Mishra, 2014). Due to the importance of OTAs in tourism industry, Ministry of Tourism, Government of India (GOI) has issued a notification on 10.12.2018, guidelines for approval of Online Travel Aggregators (OTAs) <sup>2</sup>. However, in this notification, nothing is mentioned in relation to web accessibility from international standards and guidelines perspective. In this context, this study is significant to tourism scholarship.

This study is based on the principles of WCAG 2.0 guidelines to determine Web accessibility and readability of OTAs available in India. It has employed twenty OTAs websites of India to find availability of accessibility features, an assessment of web accessibility and readability and security of website among them. The accessibility has been checked by using AChecker and WAVE, both are open access software tool available in online and the readability of the contents of the website is determined with six different indices such as Automated Readability Index, Gunning Fog Index, Flesch-Kincaid Grade Level, Coleman-Liau Index, Flesch-Kincaid Reading Ease and SMOG Index.

Following are the comprehensive list of research objectives of this study.

1. To analyze the OTAs websites in terms of accessibility feature perspective regarding PwDs.
2. To determine the accessibility score of OTAs websites in the current state regarding online automatic web evaluation tools
3. To find the level of understand-ability of web contents of OTAs websites based on readability indices.
4. To provide suggestions and implications for the enhancement of accessible tourism regarding OTAs websites.

## 2. Literature Review

Tourism has become more inclusive and hence more and more PwDs are participating in tourism related activities because of their growing level of economic and social integration (World Tourism Organization, 2016a). Due to the importance of accessible tourism market, various studies have been carried out on the basis of their the economic level (Buhalis & Michopoulou, 2011; Domínguez, Fraiz, & Alén, 2013; Domínguez Vila, Darcy, & Alén González, 2015; Lyu, 2017), information level (Bastida & Huan, 2014; Darcy, 2010b; Ho, Lin, & Chen, 2012; World Tourism Organization, 2016c), web accessibility level (Domínguez Vila et al., 2019a; Gutierrez et al., 2005; Shi, 2006), barrier level (Bi, Card, & Cole, 2007; Daniels, Drogin Rodgers, & Wiggins, 2005; Mace, 1985; Portales, 2015; N. M. Ray & Ryder, 2003), service level (Chang & Chen, 2011; McKercher, Packer, Yau, & Lam, 2003; Zhang & Cole, 2016), sustainability level (Darcy, 2010a; Darcy, Cameron, & Pegg, 2010), future level (Michopoulou, Darcy, Ambrose, & Buhalis, 2015). Over a billion people, about 15% of world have some form of disability and that rates are increasing as a result of population ageing and a rise in chronic health condition (World Health Organisation, 2018). These figures clearly show the trend of accessible tourism.

The accessible tourism market presents a golden opportunity for DMOs, those are ready to embrace these visitors, since they tend to participate in tourism during the low season, mostly accompanied or in groups, loyal to the destinations which are accessible friendly and in some regions of the world; they spend more than average on their vacations (World Tourism Organization, 2016b). Facilitating tourism for PwDs is thus not only a human right and freedom imperative but also an especial business opportunity for DMOs. This is also supported by Universal declaration of human right of article-24, “Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay” (United Nations General Assembly, 1948) and UNWTO global code of ethics of Article 7 for tourism, “Right to tourism” (World Tourism Organization, 1999). The prospectus of tourism equally opens to all the world inhabitants and impediments should not be placed in its way

For the promotion of accessible tourism and addressing the need of the PwDs, UNWTO celebrated World Tourism Day (WTD) 2016 on the theme of “Tourism for all-promoting universal accessibility” and in 2014, organized San Marino declaration on accessible tourism (World Tourism Organization, 2014). The main barriers of disabled people to participate in social integration includes barriers in buildings and roads, barriers in public transportation, barriers to information and communication and barriers to information and



technology (World Health Organisation, 2011). These barriers should be removed by all countries for inclusive practices in society for PwDs. Although, according to United Nation Convention on the Rights of the Persons with Disabilities (UNCPRD), the states parties have agreed to promote protect and ensure the rights of PwDs (United Nations, 2006). But, it is not reflected in actual practice. Accessibility must be addressed from both demand and supply chain that links among all sites, products, services, and activities, and must be well planned and tested to meet the criteria of accessible tourism. The elements of tourism chain consist of urban and architectural environments, tourism destination management, tourism information and advertising, mode of transport and stations, cultural activities, accommodation, food service, convention and other tourism activities and events (World Tourism Organization, 2013).

Each country has its own rules and regulations to make this marginalized group more inclusive in the society, followed by international declarations on accessibility for PwDs (Domínguez Vila et al., 2019a). Some of them are Right for Person with Disabilities Act (2016) in India, Law on equal rights and opportunities, the participation and citizenship of disability person (2005) in France, Americans with Disability Act (1990) in USA, the Disability Discrimination Act (1995) in UK, Equal Opportunity Act (2007) in Spain, Person with Disabilities Rights and Protection Act (2013) in Bangladesh and South Africa's White Paper on the Rights of Person with Disabilities (2015). The purposes of the aforementioned laws are to protect and promote the rights of PwDs without any discrimination and include them in the mainstream of the society (Bickenbach, 2001).

In India, PwDs and older people are now becoming a growing group of consumer of tourism and travel related products and services (Indian Ministry of Tourism, 2015). In order to tap the market, a study was undertaken in 2010 by Indian Institute of Tourism and Travel Management (IITTM) on behalf of Ministry of Tourism Government of India to identify the problems and prospects of accessible tourism in India. The report identified three main barriers of accessible tourism in India which were concentrated on, problems in the booking stage, major barriers while travelling in India and problems at hotel and attraction (Babu S., Dixit, & Yadav, 2010). This was the first of its kind of study on accessible tourism in India. After the release of the report, Ministry of Tourism has taken various steps in parallel with the problems identified in that report which includes, incorporation of barrier free environment in the designing of the built up areas of the project for PwDs, for the promotion of barrier-free environment from the stakeholder perspective, a category of national tourism award of best maintained and disable friendly monument has been introduced and guidelines has been issued for

classification/re-classification of hotels to be specially taken care of PwDs, while staying in hotel, (Press Information Bureau Government of India, 2017). Also “Accessible India campaign” (Sugamya Bharat Abhiyan) by Ministry of Social Justice and Empowerment to achieve universal accessibility for PwDs in every aspect to form a more inclusive society (Indian Department of Empowerment of Persons with Disabilities (Divyangjan), 2015).

Web accessibility means websites, tools, and technologies that are designed and developed for the use of PwDs to perceive, understand, navigate, interact with the Web and contribute to the Web (Henry, 2019). According to Alexander (2004), “Web accessibility is an approach to web design that aims for maximal inclusion, both in terms of people who use websites and the technologies that are utilized in the process”. This denotes that websites should be designed in such a way that they can be accessed by as many people as possible, irrespective of disability, age, income, religion, gender, education, ethnicity, race and culture (Witt & McDermott, 2004) and regardless of the web browsers (e.g. Google Chrome, Opera, UC browser, Internet Explorer etc.) or they use different devices (Mobile, laptop, Personal computer, PDA, etc.).

Web accessibility encompasses all disabilities that affect access to the web including auditory, cognitive, neurological, physical, speech and visual. WCAG developed by World Wide Web Consortium (W3C) in consultation with individuals and organizations around the world with an aim of facilitating a single standard for web content accessibility that accommodates the needs of individuals, institutions, and Governments globally (Henry, 2019). The guideline explains how to make web content more accessible to PwDs. Web Content generally refers to the information in a web page including natural information such as sounds, images and texts, code and markup that defines the structure, presentation, etc. WCAG is mainly made for web accessibility evaluation tool developers, web content developers, web authoring tool developers and others who want a standard for web accessibility. WCAG 1.0 was released in 1998, which was later replaced by WCAG 2.0 in 2008. In 2018 W3C published WCAG 2.1. There are some additional success criteria in WCAG 2.1 which are not in WCAG 2.0. WCAG 2.1 and WCAG 2.0 both are existing standards. WCAG 2.0 is approved as an ISO standard: ISO/IEC40500:2012 (Henry, 2019).

A study was carried out by researchers (Domínguez Vila, Alén González, & Darcy, 2019b) on official tourism websites of Northern European countries. They identified different patterns regarding the accessibility guidelines. It is found that Norway's official websites has better web accessibility while as Germany and the United Kingdom have

largest accessible tourism market.

Visitor information center websites provide information to tourists about attraction, transportation, infrastructure, etc. These are managed by both private and government organizations. Websites managed by other than local governments perform well in terms of web accessibility in Australia because they believe that the more they reach the customer the higher the possibility of profit they will gain (Shi, 2006). Likewise the official tourism websites of countries which are the member of UNWTO, significantly did not perform well except the homepage of South Korea, Hong Kong and Japan, when the web accessibility analyzed by TAW WCAG 2.0, a web accessible tool, they can be the example for other countries (Domínguez Vila et al., 2019a). However countries those are ratified to international agreements to ameliorate accessibility is not reflected in originally. Airlines and hotels are the significant elements of the tourism industry and their web sites should be accessible for information and booking. But most of the US airline reservation web sites failed to address the issues of disability, thereby losing a valuable proportion of customer segment (Gutierrez et al., 2005). The web page that does not design from accessibility technology perspective may deprive PwDs from using the online service. Accessibility is a significant factor for the success of an e-commerce business. More than 60% of the Sri Lankan hotel websites did not have the alt-text facility and also more than 60% had poor readability which may have a significant impact for users with visual impairments (Sambhathan & Good, 2010). Not only in developing countries hotel websites like Sri Lanka but also in developed countries such as USA, UK and Australia, hotel websites had poor level of accessibility (Williams, Rattray, & Grimes, 2007).

Despite strong legal imperatives, Germany and UK tourism websites were low level of accessibility (Williams, Rattray, & Stork, 2004). The main reason behind the inaccessibility of websites is lack of training and knowledge of WCAG for web developer (Akgül & Vatansever, 2016), DMOs are not giving attention while designing websites that comply with international regulations and also regulations are not enforced by Government (Domínguez Vila et al., 2019a). In addition, there is a need for accessible information about destinations, and tourism facilities also significant for PwDs with respect to websites used (Chang & Chen, 2011). The website information should be rich, visible, reliable, and up to date, so that it will not mislead the disabled tourist while purchasing travel products and services (Kołodziejczak, 2019; Michopoulou & Buhalis, 2013)

In relation to travel decision, disabled traveler needs two categories of information, one is

accessibility information inside the tourism websites and other is accessible websites (Buhalis & Michopoulou, 2011). Regarding PwDs in travel setting, it is found that barriers to information and communication technology is more prevalent barrier and it is easier to remove than attitudinal and physical barriers to use Airbnb website. The main barrier is the information required for identification of suitable accommodation was found (Randle & Dolnicar, 2019).

Besides, the information available inside websites, researchers (Chikuta, du Plessis, & Saayman, 2019; Domínguez Vila, Alén González, & Darcy, 2018) have argued that these information can only be accessible to PwDs when websites are following the standard guidelines. It is an important and constructive step for achieving accessible tourism.

Researchers (Zahra, Velleman, Eendebak, Antonisse, & Baauw, 2018) carried out the work on accessibility statement, that is important for users of the web. It mostly benefits the PwDs regarding their web browsing and other works.

From the literature review, it is clear that organization has to go long way to meet the need of PwDs and also need a considerable amount of investment on the websites to make it accessible and readable for everyone.

### **3. Methodology**

#### *3.1. Online Travel Aggregator*

For this research, the official websites of 20 OTAs have been taken, which are mostly discussed in the web pages in terms of volume of business and customer satisfaction. These OTAs were founded in India and founded or co- founded by Indians. However, the study might look incomplete without the consideration of Thomas Cook and Cox & Kings, which are the pioneers in travel and tourism business (Swain, 2014). So, for this purpose, the study has taken 18 OTAs from India and 2 from the foreign countries which are registered in India under Companies Act, 1956. In the 20 OTAs, The Indian Railway Catering and Tourism Corporation (IRCTC) owned by Government of India, a subsidiary of Indian railway is included and remaining 19 are private companies. Of the 20 tested websites 15 are registered under “.com” domain, 3 are “.in” domain and 2 are “.co.in” domain. Table 1 presents the list of 20 OTAs websites with their organization name, year of establishment and the number of main service facilities provided for the customers.

Table 3: List of 20 OTAs websites with their Organization name, year of establishment and service facilities

S.No.	Organization Name (OTAs websites)	URLs	Year of Estb.	Service Provided	Number of Identified Services
1	Makemytrip	www.makemytrip.com	2000	Flights, Hotels, Holidays, Bus, Cabs, Trains, Gift Cards	7
2	Yatra	www.yatra.com	2006	Flights, Hotels, Holidays, Bus, Trains, Activities, Monuments Tickets	7
3	Cleartrip	www.cleartrip.com	2006	Flights, Hotels, Trains, Activities	4
4	Ixigo	www.ixigo.com	2006	Flights, Hotels, Bus, Trains	4
5	Oyo	www.oyorooms.com	2013	Hotels, Holidays, Weeding Venues	3
6	Goibibo	www.goibibo.com	2009	Flights, Hotels, Bus, Trains, Cabs	5
7	Easemytrip	www.easemytrip.com	2008	Flights, Hotels, Holidays, Bus, Cabs	5
8	IRCTC	www.irctc.co.in	1999	Flights, Hotels, Holidays, Bus, Cabs, E-catering, Charter Train, tourist Train, Hill railways	9
9	VIA	www.in.via.com	2006	Flights, Hotels, Holidays, Bus, Forex, MICE	6
10	Red Bus	www.redbus.in	2006	Hotels, Bus, Pilgrimage packages	3
11	Travelguru	www.travelguru.com	2005	Hotels, Homestays	2
12	Ezeego1	www.ezeego1.co.in	2006	Flights, Hotels, Holidays, Bus, Cabs, MICE, FOREX, Insurance, VISA, Cruises	10
13	Abhibus	www.abhibus.com	2008	Hotels, Bus	2
14	Paytm	www.paytm.com	2010	Flights, Hotels, Bus, Ticket, Trains	5
15	Ticketgoose	www.ticketgoose.com	2007	Bus, Cabs, Hotels	3
16	HolidayIQ	www.holidayiq.com	2004	Flights, Hotels, Holidays, Bus, Cabs, Trains	6
17	Busindia	www.busindia.com	2006	Bus, Cabs, Hotels	3
18	Railyatri	www.railyatri.in	2011	Trains, Hotels, Bus, Cabs, E-catering	5
19	Cox and kings	www.coxandkings.com	1758	Flights, Hotels, Holidays, Bus, Cabs, Trains, Cruises, Forex, VISA, MICE	10
20	Thomascook	www.thomascook.in	1841	Flights, Hotels, Holidays, Gift Cards, FOREX, VISA, Insurance	7

### 3.2. Web Accessibility

A number of tools are available in the W3C websites for the testing of web accessibility such as Automated Accessibility Testing Tool (AATT), Access Alchemy, Access Analytics, Accessibility viewer, AChecker, WAVE, uTester, Testpage, Tenon, etc. Some of them have Google chrome extension where accessibility test could be directly done by clicking the web accessibility tool extension or some need copy of the website to be tested and paste the website in the link available inside the website of the accessibility tool and check the accessibility (Eggert & Abou- Zahra, 2016).

In this study, AChecker and WAVE were used. Both are online open access tools for the testing of web accessibility. AChecker is a most relevant accessibility tool for Web accessibility (Gay & Li, 2010) and mostly used by the researcher for testing the accessibility (Ismail & Kuppusamy, 2018; Ismail, Kuppusamy, & Nengroo, 2018). In AChecker, two standards are available, WCAG 1.0 and WCAG 2.0 with conformance level A (lowest), Level AA (Medium) and Level AAA (Highest). The detailed description of WCAG 2.0 with principles, guidelines and levels is shown in Table 2.

Table 2: List of guidelines with principles based on WCAG 2.0 standard

Principles	Guidelines	WCAG 2.0 Standard		
		Level A	Level AA	Level AAA
1. Perceivable	1.1- Text Alternatives	1.1.1. Non-text Content	1.2.4 Captions (Live)	1.2.6 Sign Language (Prerecorded)
	1.2- Time-based Media	1.2.1 Audio-only and video-only (Prerecorded)	1.2.5 Audio description (Prerecorded)	1.2.7 Extended Audio Description (Prerecorded)
	1.3- Adaptable	1.2.2 Captions (Prerecorded)	1.4.3 Contrast (Minimum)	1.2.8 Media Alternative (Prerecorded)
	1.4- Distinguishable	1.2.3 Audio Description (Prerecorded)	1.4.4 Resize text	1.2.9 Audio Only (Live)
		1.3.1 Info and Relationships	1.4.5 Image of Text	1.4.6 Contrast (Enhanced)
		1.3.2 Meaningful Sequence		1.4.7 Low or No Background Audio
		1.3.3 Sensory Characteristics		1.4.8 Visual Presentations
		1.4.1 Use of Colors		1.4.9 Image of the Text (No Exception)
		1.4.2 Audio Control		

<b>2. Operable</b>	2.1-Keyboard accessible 2.2-Enough time 2.3-Seizures 2.4-Navigable	2.1.1 Keyboard 2.1.2 No Keyboard Trap 2.2.1 Timing Adjustable 2.2.2 Pause, Stop, Hide 2.3.1 Three Flashes or Below threshold 2.4.1 Bypass Blocks 2.4.2 Page Titled 2.4.3 Focus Order 2.4.4 Link Purpose (In Context)	2.4.5 Multiple Ways 2.4.6 Heading and Labels 2.4.7 Focus Visible	2.1.3 Keyboard (No Exception) 2.2.3 No Timing 2.2.4 Interruptions 2.2.5 Re-authenticating 2.3.2 Three Flashes 2.4.8 Location 2.4.9 Link Purpose (Link Only) 2.4.10 Section Headings
<b>3. Understandable</b>	3.1-Readable 3.2-Predictable 3.3-Input Assistance	3.1.1 Language of Page 3.2.1 On Focus 3.2. On Input 3.3.1 Error identification 3.2.2 Label or instruction	3.1.2 Language of Parts 3.2.3 Consistent Navigation 3.2.4 Consistent Identification 3.3.1 Error Suggestion 3.3.4 Error Prevention	3.1.3 Unusal Words 3.1.4 Abbreviations 3.1.5 Reading Level 3.1.6 Pronunciation 3.2.5 Change on Request 3.3.5 Help 3.3.6 Error Prevention (All)
<b>4. Robust</b>	4.1-Compatible	4.1.1 Parsing 4.1.2 Name, Role, Value		

However, recently WCAG 2.1 version was launched but WCAG 2.0 is still recommended. The tools used in this study are based on WCAG 2.0 version. This study adopted the conformance Level AA, as it is the most common practice followed in accessibility studies (Calvo, Seyedarabi, & Savva, 2016). In AChecker, other two options are also available called HTML validator and CSS Validator for evaluation process. Enable HTML validator identify HTML mark up errors and display the validation result in HTML Mark up validation result. Enable CSS Validator identifies any error in the CSS and display those result under CSS validation (AChecker, 2019).

Therefore, all the 20 websites were checked through the AChecker tool by enabling WCAG 2.0 (Level AA) along with HTML and CSS validators. After processing, the AChecker tool displayed a report of all accessibility problems regarding website or web page used. By default, the following three types of problems are identified by the AChecker tool.

1. Known problems: These are problems of certainty as accessible barriers. The organization must modify the web page to fix the problems.
  
2. Likely problems: These are problems of probable barriers, but require a human to take the decision. The organization needs to modify the web page to fix these problems.

3. Potential problems: AChecker cannot identify these problems that require a human decision. The organization may have to modify the web page for these problems. But in many cases, the organization just needs to confirm that the problem identified is not present.

Another evaluation tool called WAVE was used to test the accessibility of the websites in terms of style and non-style features (WAVE, 2019). It is also an open online accessibility testing tool developed by WebAIM. In the website of WAVE two options are available for testing the web accessibility, one is by directly passing the website in the available link and other is by adding the WAVE extension to the web browser. In this study, the Google Chrome extension was used to analyze the accessibility. The WAVE tool identified six types of accessibility issues in the web page with six types of colored icons. The issues based on errors (Red icons), alerts (Yellow icons), features (Green icons), structural elements (Blue icons), HTML5 & ARIA (Purple color) and contrast error (Black colour). Red icons stand for accessibility errors that need to be corrected. Green icons show accessibility features that would likely improve accessibility. The other icons especially the yellow alerts icon identify other elements that the organization should look at. The objective should not be to fix of all the icons, except for the errors. Alerts will require close investigation. The likely represent an end user issue. Other icons are presented to facilitate human scrutiny of accessibility and structure of the page (WAVE, 2019).

### 3.3. *Web Readability*

For web readability, the website of WebFX was used to measure the understandability level of web contents regarding six readability indices (WebFX, 2019). In WebFX, three options are available to test readability includes test by URL, test by direct input and test by referrer. The study used the option of test by URL to measure the web readability of the websites based on six indices.

The following six readability indices are briefly presented to measure the web content regarding different parameters used. Assume ASL denotes Average Sentence Length, ASW denotes Average Syllables per Word, PCW denotes Percent of Complex Words, PSC denotes Poly Syllable Count, ALW denotes Average number of Letters per 100 Words, AnSW denotes Average number of Sentences per 100 Words, C denotes characters, W denotes words, and S denotes sentences.

1. Flesch Kincaid Reading Ease (FKRE): It is based on the ranking scale of 0 to 100. Higher the score better the readability. A Low score indicates text that difficult to read



and understand. For business writing a score of 65 is good. The formula for calculating the FKRE is given in equation 1.

$$\text{FKRE} = 206.835 - (1.015 * \text{ASL}) - (84.6 * \text{ASW}) \quad (1)$$

2. Flesch Kincaid Grade Level (FKGL): This readability test is mostly used in the subject of education. It represents a score of US grade level to make it easier for teacher and student to judge the readability of various texts. As a measure, most of the writing should be able to understand by the students in 7th grade. The formula for calculating Flesch Kincaid grade level is given in equation 2.

$$\text{FKGL} = (0.39 * \text{ASL}) + (11.8 * \text{ASW}) - 15.59 \quad (2)$$

3. Gunning Fog Score (GFOG): It estimates the years of formal education required to understand a passage of text on the first reading. The fundamental behind the gunning Fog Index is that longer sentences written in complex word receive a lower score than short sentences written in plain English. A Gunning Fog Score of 7 or 8 is ideal, and anything higher than 12 is too complex for most people to read. The formula of GFOG is given in equation 3.

$$\text{GFOG} = 0.4 * (\text{ASW} + \text{PCW}) \quad (3)$$

4. Simple Measure of Gobbledygook (SMOG): It estimates the year of education a human requires for understanding a piece of writing. Its formula is considered to appropriate for secondary age (4th grade to college). For measuring SMOG index it requires, 10 sentences from the beginning in a row, 10 sentences from the middle in a row and 10 sentences in a row at the end of the text to evaluate the entire page. The formula of SMOG is given in equation 4.

$$\text{SMOG} = 3 + \sqrt{\text{PSC}} \quad (4)$$

5. Coleman Liau Index (CLI): It is designed to measure the US grade level required to comprehend the text. It relies on characters and uses computerized assessments to understand characters easily and accurately. Unlikely syllables and words in the sentence, it is based on mainly characters because word length in letters is a better predictor of readability than word length in syllables. The formula for Coleman Liau Index is given in equation 5.

$$\text{CLI} = 5.89 * (\text{C/W}) + 0.3 * (\text{S/W}) - 15.8 \quad (5)$$

6. Automated Readability Index (ARI): It is based on the principles of the US grade level required to understand the passage of text. It is designed to calculate how easy the

text is to comprehend. ARI is the ratio of word difficulty and sentence difficulty. Like Coleman Liau Index, it takes to consider characters per word instead of syllables per word because the character more precisely interpreted by computer programs. The formula of ARI is given in equation 6.

$$ARI = 4.71 * (C/W) + 0.5 * (W/S) - 21.43 \quad (6)$$

The aforementioned evaluation tools, techniques, and tests were used to analyze, identify and measure the selected OTAs websites in terms of their accessibility features, issues and content understandability levels. The whole processes of evaluation are performed during the period from the month of January to March 2019.

#### 4. Results and Discussion

This section presents the analysis report of 20 OTAs websites in terms of accessible feature availability, issues based on automatic evaluation tools regarding accessibility guidelines, the understandability of web content based on different readability indices used and security threat analysis.

##### 4.1. Accessible feature availability analysis

At first, we analyzed each and every characteristic of the main page from the inaccessible perspective. From the analysis, we noticed that nine characteristics of the websites would make the web page accessible/ inaccessible for the user, which are discussed further here and the obtained results are presented in Table 3.

Table 3: Accessible feature service availability based on analysis of OTAs websites

Accessible Feature service availability based analysis of OTAs								
Organisation Name	Travel Services for Booking	Voice recognition system for booking	Visibility of help line number	Authorization	FAQ in main page	Digital interaction / Chart support	Language Option	Secure lock availability
<b>Makemytrip</b>	Written	No	No	No	No	No	No	Yes
<b>Yatra</b>	Written	Yes	No	No	Yes	Yes	No	Yes
<b>Cleartrip</b>	Written with icon	No	No	No	Yes	No	No	Yes
<b>Ixigo</b>	Written	No	No	Yes	Yes	No	No	Yes
<b>Oyo</b>	Written with icon	No	Yes	No	Yes	No	No	Yes
<b>Goibibo</b>	Written with icon	No	No	No	Yes	No	No	Yes
<b>Easemytrip</b>	Written	No	Yes	No	Yes	No	No	Yes

<b>IRCTC</b>	Written with icon	No	No	Yes	Yes	Yes	Yes	Yes
<b>VIA</b>	Written with icon	No	No	No	Yes	Yes	No	Yes
<b>Red Bus</b>	Written with icon	No	No	No	Yes	No	No	Yes
<b>Travelguru</b>	Written	No	No	No	Yes	No	No	Yes
<b>Ezeego1</b>	Written with icon	No	Yes	No	Yes	No	Yes	No
<b>Abhibus</b>	Written	No	Yes	No	Yes	No	Yes	Yes
<b>Paytm</b>	Written with icon	No	No	No	No	No	No	Yes
<b>Ticketgoose</b>	Written	No	Yes	No	Yes	No	No	Yes
<b>HolidayIQ</b>	Written	No	No	No	No	Yes	Yes	Yes
<b>Busindia</b>	Written with icon	No	Yes	No	Yes	No	Yes	No
<b>Railyatri</b>	Written with icon	No	No	No	Yes	No	No	Yes
<b>Coxandkings</b>	Written	No	Yes	No	No	No	No	Yes
<b>Thomascook</b>	Written	No	Yes	No	No	No	No	Yes

From the analyzed 20 websites, it was found that, 10 websites did not have travel icon for booking the service, only written information was available for booking. Among them, only one website (yatra.com) has voice recognition system. These inaccessible characteristics may make barrier for the users while booking the service online. Apart from, the visibility of the helpline number is very low inside the main web page and in some websites; it was not available in the main page, but available in other web pages. Since helpline number is the most important factor for the service delivery and customer satisfaction, it should be present in the main page with clear visibility. In addition to this, IRCTC and Ixigo required login to book the service from their online platform, which may discourage the customer to book online through their website. For login, firstly the customer has to create an account in their website by providing the necessary information, then after signing up the customer can book the service through their websites. However, OTAs websites are available for booking without sign up. But, for the security purpose, it is important too. In addition, the social network coverage of the selected OTAs websites is shown in Table 4.

Table 4: Social media network status of 20 OTAs websites

OTAs websites/Social Media	Facebook	Twitter	Google+	YouTube	LinkedIn	Instagram	Pinterest
Total	20	19	10	12	5	9	7
Percentage	100	95	50	60	25	45	35

For OTAs, Frequently Asked Questions (FAQ) is a significant factor to improve customer experience by providing frequently asked questions and answers on their main web page related to their service, basically confronted by the user while booking the service through their website. FAQ are a list of questions and answers which are frequently asked by the customer in online related to a specific topic (Wikipedia, 2019) Notwithstanding, some of the websites, FAQ is not available or it is not clearly visible in the main page of the website. This would make the website inaccessible and also dissatisfy the customer who is looking for an answer related to their queries. Not only FAQ the digital interaction or chat support available in the websites of OTAs improves the real time customer satisfaction of their user by providing answers to customer queries instantly. Nevertheless, it was found that majority of the websites did not have digital interaction or chat support. Hence, OTAs should always be ready to answer all the travel related queries of the user through their helpline number, FAQ and digital interaction or chat support to enhance the customer experience on the Internet.

It was also found that most of the website did not have the language translation facility of the website to national language Hindi. This may be an accessible barrier for the user who does not know English. In India, 44% of the population knows Hindi or familiar with Hindi (Jain, 2018). Along with Hindi, the regional language plays a crucial role in convincing the next billion users to come online. A study conducted by KPMG and Google found that about 70% of Indians favour local language digital content more trustworthy than English content in the Internet and most prefer Hindi along with English (KPMG and Google, 2017). According to Rajan Anandan, Google vice-president, India and South Asia, “almost every new user that is coming online - roughly nine out of 10 - is not proficient in English” (Bhattacharya, 2017). In addition to Hindi, encompassing the use of local languages could help digital platforms expand their service to a broad user base. So, websites should be designed in such a way that its content can be translated to Hindi as well as other local languages to integrate more number of customers to their value chain. That is, there should be the language option for each OTAs websites.

Table 5 presents the overall accessible feature status out of total features analyzed among the selected OTAs websites in terms of their percentages. It was found that only 35%

OTAs websites crossed 50% accessibility features and the rest came under inaccessibility one. So, increasing the percentage status of accessibility among the websites could increase the usability to enhance tourism towards positive direction including PwDs. It is recommended to include the basic accessibility component features in OTAs websites to access the resources without any hindrance especially PwDs. The diagrammatic representation of Online Travel Aggregators websites qualifying accessibility features in terms of feature availability or not is shown in Figure 1. '0' means feature is not available and '1' means feature is available.

Table 5: Accessible feature status of 20 OTAs websites

Accessible Feature Status of OTAs websites					
Organisation (OTAs)	Name	Accessible Feature Availability Found	Total Accessible Features Analyzed	Percentage	
Makemytrip			2	9	22.22
Yatra			5	9	55.56
Cleartrip			4	9	44.44
Ixigo			3	9	33.33
Oyo			5	9	55.56
Goibibo			4	9	44.44
Easemytrip			4	9	44.44
IRCTC			7	9	77.78
VIA			5	9	55.56
Red Bus			4	9	44.44
Travelguru			3	9	33.33
Ezeegol			5	9	55.56
Abhibus			5	9	55.56
Paytm			3	9	33.33
Ticketgoose			4	9	44.44
HolidayIQ			4	9	44.44
Busindia			5	9	55.56
Railyatri			4	9	44.44
Cox and kings			3	9	33.33
Thomascook			3	9	33.33

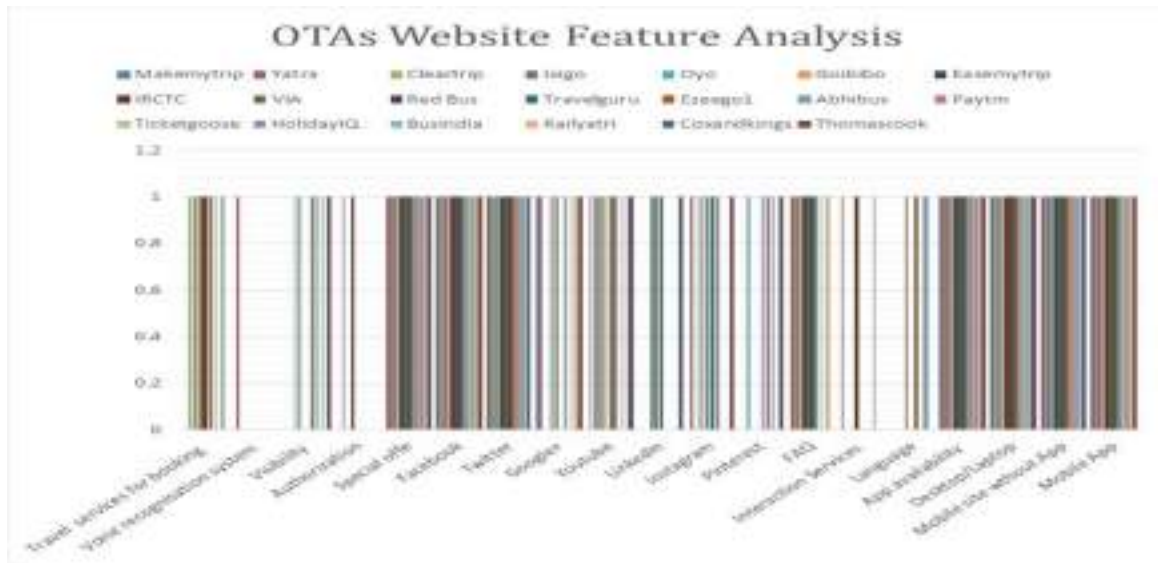


Figure 1: Accessibility feature status of 20 OTAs websites

#### 4.2. Issues based on automatic evaluation tools

The study used two types of evaluation tools as mentioned in section 3 to check the accessibility status of the selected OTAs websites.

In order to evaluate websites based on WCAG 2.0 guidelines under level AA in terms of issues, HTML and CSS validations, AChecker tool is used. Table 6 presents the evaluation report of 20 OTAs websites. It was found that the minimum and maximum violation scores among the selected websites are 8 and 1921, respectively. Out of 20, only 19 OTAs websites are evaluated and their aggregate is known, likely, potential, HTML and CSS issues are 13.59%, 0.04%, 70.59%, 9.70%, and 6.09%, respectively, measured. So, the potential problems or issues should be minimized by following the guidelines of WCAG to enhance the accessibility score of these websites. The overall graphical representation of issues identified by the AChecker tool in 20 OTAs websites is shown in Figure 2.

Table 6: AChecker statistics result of 20 OTAs websites by WCAG 2.0 guidelines

A Checker: Level AA (WCAG 2.0) guidelines									
S.No	URLs	Known Problem	Likely Problem	Potential Problem	HTML Validation	CSS Validation	Total	Average	STDEV
1	www.makemytrip.com	0	0	43	10	6	59	11.8	17.9
2	www.yatra.com	NA	NA	NA	NA	NA	NA	NA	NA
3	www.cleartrip.com	0	0	0	4	39	43	8.6	17.1
4	www.ixigo.com	27	0	279	76	14	396	79.2	115.3
5	www.oyorooms.com	0	0	64	13	225	302	60.4	95.7
6	www.goibibo.com	66	0	373	12	67	518	103.6	153.7

7	www.easemytrip.com	366	1		95	24	1166	233.2	289.0
8	www.irctc.co.in	1	0	7	0	0	8	1.6	3.0
9	www.in.via.com	114	0	146	84	30	374	74.8	59.8
10	www.redbus.in	168	0	320	43	39	570	114	131.4
11	www.travelguru.com	178	1	572	89	23	863	172.6	233.6
12	www.ezeego1.co.in	117	0	602	97	20	836	167.2	248.1
13	www.abhibus.com	0	0	0	65	23	88	17.6	28.3
14	www.paytm.com	1	0	606	24	7	638	127.6	267.6
15	www.ticketgoose.com	80	2	451	88	13	634	126.8	185.3
16	www.holidayiq.com	100	0	1491	283	47	1921	384.2	628.0
17	www.busindia.com	77	0	448	8	9	542	108.4	192.4
18	www.railyatri.in	9	0	249	10	54	322	64.4	105.3
19	www.coxandkings.com	224	0	1613	9	41	1887	377.4	696.7
20	www.thomascook.in	0	0	36	91	10	137	27.4	38.5
<b>Total</b>		1528	4	7980	1101	691	11304	2260.8	3506.6
<b>Average</b>		80.4	0.2	420.0	57.9	36.4	594.9	119.0	184.6
<b>STDEV</b>		98.7	0.5	459.9	66.2	49.1	555.2	111.0	190.9

Moreover, the evaluation report of 20 OTAs websites in terms of styles and non-styles were also determined by the WAVE tool. With the help of WAVE tool errors, alerts, features, structural elements, HTML5 & ARIA and contrast errors were measured. Table 7 presents the overall report of 20 OTAs websites.

In addition to this, issue comparative analysis scores among the evaluation tools are also identified, as shown in Figure 3. It was found that out of 20 OTA websites, only 19 were compared because of website no. 2 showed timeout status during the evaluation process and the result is not available in AChecker tool results. Out of 19 websites, 6 (website No. 7, 11, 12, 15, 16, 19) showed huge violation scores falls above 1000 and others fall between 268 and 985. Thus, alerts (2034) and potential problems (7980) should be at least reduced so that the accessibility among the websites may be enhanced and other issues also can be minimized.

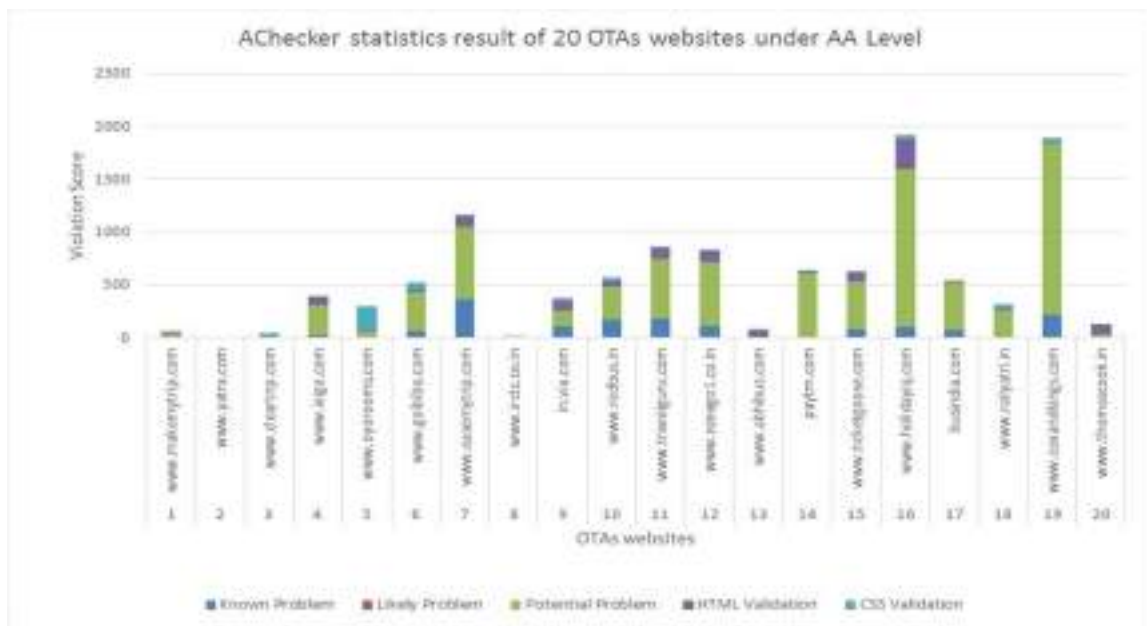


Figure 2: A graphical representation of 20 OTAs websites based on AChecker tool

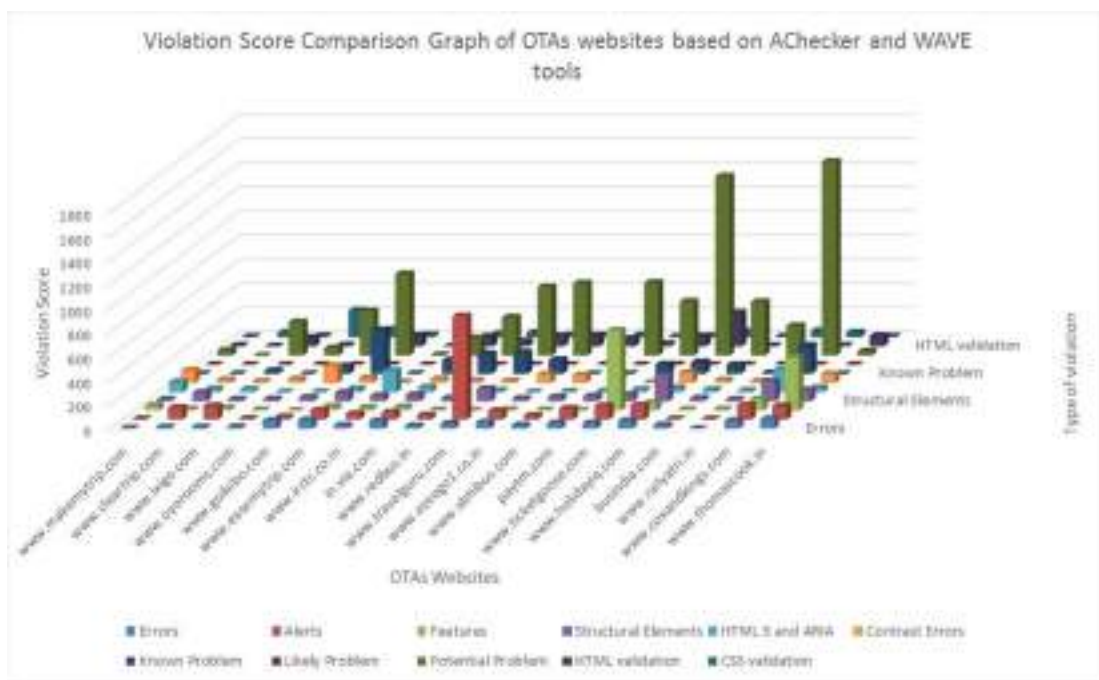


Figure 3: A violation scores comparison graph of OTAs websites based on AChecker and WAVE tools Table 7: Result report of WAVE tool of 20 OTAs websites



WAVE Report of 20 OTAs websites										
S. No	Errors	Alerts	Features	Structural Elements	HTML5 & ARIA	Contrast Errors	Total	Average	STDEV	
1	7	8		42	17	84	105	263	43.8	41.8
2	49	146		13	73	6	41	328	54.7	51.0
3	15	100		12	72	28	29	256	42.7	35.4
4	15	115		21	18	25	15	209	34.8	39.5
5	17	11		6	21	1	33	89	14.8	11.5
6	70	23		0	35	2	142	272	45.3	53.8
7	75	79		36	73	29	42	334	55.7	22.4
8	30	49		25	49	178	8	339	56.5	61.5
9	68	61		30	56	41	33	289	48.2	15.7
10	25	37		5	27	6	22	122	20.3	12.5
11	45	862		2	106	14	17	1046	174.3	339.0
12	54	74		8	25	0	71	232	38.7	32.1
13	32	34		6	37	6	65	180	30.0	22.1
14	48	93		4	44	8	63	260	43.3	33.7
15	48	115		666	54	21	5	909	151.5	254.9
16	69	120		64	222	37	86	598	99.7	65.9
17	33	9		9	27	21	26	125	20.8	9.9
18	3	7		11	16	14	15	66	11.0	5.1
19	69	121		92	169	185	15	651	108.5	63.6
20	82	116		442	95	38	75	848	141.3	149.5
Total	854	2180		1494	1236	744	908	7416	1236.0	1320.8
Average	42.7	109		74.7	61.8	37.2	45.4	370.8	61.8	66.0
STDEV	24.4	182.9		169.5	53.3	53.1	61.8	284.5	47.4	86.1

#### 4.3. Web readability analysis of OTAs websites

Various readability indices are available to check the understandability level of web content. This study employed six readability indices as mentioned in section 3 to measure the reading level status of 20 OTAs websites. In addition, their average grade level of understandability as per the US grading system was also determined. Table 8 presents the results of six readability indices along with the average grade level of websites. It was found that out of 20 websites; only 16 were evaluated in terms of readability analysis. Out of 16 websites, only 1 website comes under ‘very easy’ category of readability, 6 in ‘easy category’, 7 in ‘difficult’, and 2 in ‘very difficulty’ category of readability as per

readability grading level of websites. Thus, only 43.75% websites (S.Nos. 1, 4, 5, 7, 9, 18 and 19) are easy to read out of 20 OTAs websites. So, there is a need to minimize the complexity of these websites. In addition, Figure 4 presents the readability performance scores of selected OTA websites along with moving average trend-line of FKRE readability index.

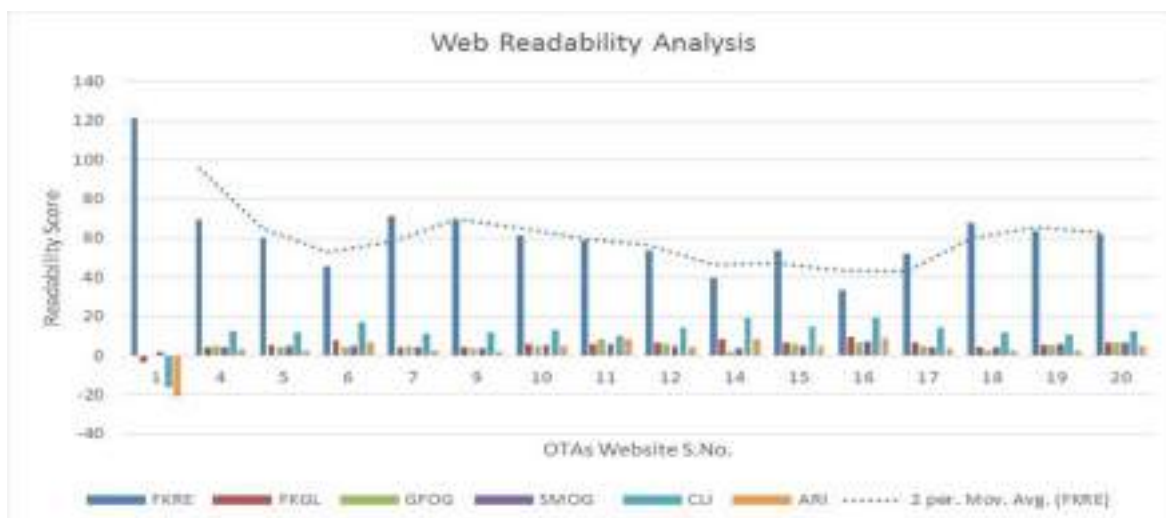


Figure 4: Web readability status of OTAs websites Table 8: Readability indices result of 20 OTAs websites

Readability indices result of 20 OTAs websites								
S. No	URLs	FKRE	FKGL	GFOG	SMOG	CLI	ARI	Avg. Grade Level
1	www.makemytrip.com	121.2	-3.4	0.4	1.8	-16.1	-20.9	-8
2	www.yatra.com	NA	NA	NA	NA	NA	NA	NA
3	www.cleartrip.com	NA	NA	NA	NA	NA	NA	NA
4	www.ixigo.com	69.8	4.4	4.8	4.5	12.5	3.1	6
5	www.oyorooms.com	60.4	5.7	4.1	4.7	12	2.6	6
6	www.goibibo.com	45.8	7.6	4.3	4.8	17.3	6.6	8
7	www.easemytrip.com	71.1	4.5	4.9	4.6	11.1	2.4	6
8	www.irctc.co.in	NA	NA	NA	NA	NA	NA	NA
9	www.in.via.com	68.7	4.4	3.9	3.6	11.9	2.2	5
10	www.redbus.in	61.1	6.1	5	5.3	13.4	4.7	7
11	www.travelguru.com	58.8	6.2	8.2	6.3	10.2	8.7	7
12	www.ezeego1.co.in	53.6	6.5	6.1	4.8	14.4	4.2	7
13	www.abhibus.com	NA	NA	NA	NA	NA	NA	NA
14	www.paytm.com	39.8	8.3	2.2	4	19.7	8.3	9
15	www.ticketgoose.com	54	6.6	5.9	5.1	14.9	5	8
16	www.holidayiq.com	33.6	9.6	6.6	7.2	19.5	8.8	10
17	www.busindia.com	52	6.6	5.1	4.4	14	3.7	7
18	www.raillyatri.in	67.5	4.6	2.5	4.4	12.2	2.6	5

19	www.coxandkings.com	63.8	5.7	5.5	6	10.7	2.6	6
20	www.thomascook.in	62.1	6.5	6.9	6.9	12.8	5.2	8
Note: NA indicates Not Available result								

#### 4.4. *Security threat analysis*

In addition to the above attributes, information security is the most important attribute for determining a customer preference towards a website (Chen, Hsu, & Lin, 2010; Turban & Gehrke, 2000). OTAs websites are dealing with sensitive information of the customer such as credit card, debit card, online net banking, etc. for booking and confirmation of the services online, when it comes to online transaction, information security is a potential threat to the perspective customer. Despite the above fact, both Ezeego1 and Busindia website were not secured through the Hyper Text Transfer Protocol Secure (HTTPS). HTTPS is the secure version of Hyper Text Transfer Protocol (HTTP). S in HTTPS stands for secure. HTTPS encrypts every data packet in transition using Secure Sockets Layer (SSL) or Transport Layer Security (TLS) encryption technique to avoid intermediary hackers and attackers to extract the content of the data; even if the connection is compromised (InstantSSL, 2019). Additionally, the study checked the security information about the website in Google Chrome. It was found that Ezeego1 and Busindia were not secured which shown “not secure” (your connection to this site is not secure) when clicked to not secure to the left of the web addresses. Hence, OTAs must ensure that their websites are secured through necessary tools and techniques to prevent online theft as this is the utmost characteristic of a website to make their page accessible for the user.

All the aforementioned features are barriers to accessible tourism for booking the service online. Therefore, OTAs should take necessary steps to make their website accessible to strength their user base. Awareness programs are given to managers, web administrators, developers and designers to focus on accessibility, readability and accessible service availability options to minimize such issues in order to enhance tourism for all especially PwDs among the OTAs websites towards the elevated scale of accessibility.

### 5. **Suggestion**

Based on the findings, the following suggestions are provided.

#### 5.1. *Regulation for web accessibility*

Recently, Ministry of Tourism, GOI issued a notification for the approval of OTAs to ensure that there are adequate safeguards against deficiency of services and alternate arrangements (Press Information Bureau Government of India, 2018). But, in this

regulation, nothing is referred related to web accessibility. Only standard criteria such as office space, paid up capital, income tax assessment, etc. were written, ignoring the notion of accessibility and readability, which are the most significant factors for online travel business. Due to the lack of accreditation and regulation, OTAs are designing websites according to their convenience and paying little attention to PwDs. The Government should ensure that all the OTAs pass through an online check for accessibility and readability before applying for the accreditation and mandatory inclusion of accessibility and readability criteria in the issued guideline of International Standards to form a more inclusive accessible tourism through Information Technology (IT). Moreover, as per the Indian perspective, OTAs websites should follow and implement Guidelines for Indian Government Websites (GIGW) standard also.

### 5.2. *Optimization of websites for PwDs*

OTAs could design their websites, according to the needs and expectation of every individual who is going to use their websites. From the preliminary analysis it is found that some of the features of the websites are inaccessible for normal customers which includes invisibility of the helpline number in the main page, no travel icon (only written) for booking of the service, unavailability of Frequently Asked Questions (FAQ) in the main page, security HTTPS and so on. These points may be considered from normal customer as well as PwDs customer. The user friendly websites are more visited than other websites. To gain the competitive advantage, OTAs can try to make their websites accessible to include more number of customers in their business. On the other hand, optimized websites are more visible in the search engine. So, OTAs should ensure that each page of the website should be accessible and readable and follow WCAG guidelines to make them visible in all possible ways by designing and developing the optimized websites which are more accessible and readable.

### 5.3. *Training for the web developer on accessibility guideline*

Websites are created and developed by the web developers who play a crucial role in ensuring web accessibility. However, most of the web developers and content creators have inadequate knowledge and awareness about assistive technology and web accessibility standards used by PwDs (Inal et al., 2019). The above statement indicates lack of the training on web accessibility for the web developer. Thus, it could be included in the curriculum of web development and continuous training is required on web accessibility for any further development in WCAG guidelines. Therefore, awareness programs about web accessibility should be focused.

#### 5.4. *Readability of the content*

Readability is the most important factor for the success of a website in addition to accessibility. However, it is always disregarded by the researcher in the tourism scholarship (Shi, 2006) and studied only the web accessibility underestimating the concept of readability (Domínguez Vila et al., 2018, 2019b, 2019a). The result obtained from the six indices, it is found that analyzed websites have low readability score and further improvement is required to understand the customer and their readability expectations. Since tourism involves consumption and production of information, OTAs cannot neglect readability, it does not matter what you say than how you represent the information in the minds of the customer. OTAs could consider their customer and their grade level of study while designing their websites and try to avoid the complex words, number of words per syllables and more number of words in a sentence, to make their website readable for the inclusion of accessible customer. Indeed, PwDs users often become very loyal customers once they accept a website that serves their special needs and expectations (Rogers & Rajkumar, 1999).

#### 5.5. *Test Early and Test Often*

The above statement is an old myth on software testing. Test Early means to get it done from the initial stage of developing a website and it would be easy for OTAs in the beginning while retrofitting of web accessibility may be expensive (Rutter et al., 2006). The accessibility cost is very low at the beginning of the development if it is not addressed at that time, then the accumulated cost for the backlog of the unresolved problems may be higher and it is called accessibility debt (Vera, 2018). Therefore, the most cost-effective way is to build the OTAs websites in accordance with the readability and web accessibility related to international standards and guidelines from the beginning. Test Often means OTAs should make an immediate check of web accessibility and readability after any update in the web page. Web accessibility is a continuous process and should be assessed frequently (Rowland, Whiting, & Smith, 2015). Otherwise, overtime OTAs websites will turn into inaccessible and all the endeavors and resources spent earlier will be lost. The main reason is, tourism and travel Industry is dynamic due to the change in the travel behavior of the customers very often and to accommodate this, OTAs are updating their websites frequently. Therefore, making a continuous check to web accessibility is necessary for all the OTAs.

#### 5.6. *To promote Inclusive Tourism and Sustainability*

Inclusive Tourism is to add the marginalized groups in ethical consumption and

production of tourism (Scheyvens & Biddulph, 2018). PwDs is one of the marginalized groups due to their vulnerability in the society. Rules and regulation have been made by International organizations and countries to make them involved in every phase of development in the society. Particularly in the tourism field a lot of initiatives has been undertaken in international level by UNWTO, United Nations, European Network for Accessible Tourism (ENAT) and the Spanish ONCE foundation and in India, Accessible India campaign, barrier free environment in tourism project, best maintained disable friendly monument, etc. for the inclusion of PwDs in tourism. However, access to tourism related information is always a barrier for them to participate in tourism especially through websites (Buhalis & Michopoulou, 2011; Domínguez Vila et al., 2019a). This study has found that websites have low level of accessibility and readability which excludes the PwDs from travel and tourism. As a result of this, OTAs are losing an important market segment of tourism. The fundamental principle of sustainable development is participation of all the people in each segment of society, each phase of development and sharing the benefit equally including PwDs (United Nations, 2018). To achieve sustainable development and inclusive tourism, the websites of OTAs should be accessible and readable to create an inclusive environment for users especially PwDs.

## **6. Conclusion and future research**

Attaining the universality of the web for all, the inclusion of diverse people, maintaining the web accessibility cum readability, and providing the access feature services are important and significant for accessible tourism. Due to the paucity of research on evaluating OTAs websites regarding web accessibility and readability in the tourism industry, this study was conducted an investigation of 20 OTA websites in India using online automatic evaluation tools and indices. It is found that most of the websites failed to comply with one or more WCAG 2.0 criteria, lack of accessibility features and services, and complexity in web contents.

Thus, the present study provides implication related to both OTAs and the Government. The findings of the study may suggest ways for OTAs managers, administrators and developers to implement web accessibility and readability concept in their websites to attract the niche market segment not only in India but also foreign countries. This effort will produce additional growth and benefit for their organization. Performing this, they can create an inclusive and sustainable environment which will benefit both accessible customers and OTAs. Additionally, the findings will provide some implications to Government while planning policies related to online tourism business. Moreover, the suggestions given here on web readability and web accessibility could also be helpful for

other types of E-commerce organizations in travel and tourism industry such as airlines, hotels, car rental companies, etc. (Shi, 2006).

Although the result of this research adds significant contributions to the knowledge of accessible tourism to promote it, universal in nature, it is not free of limitation. Our study was based on accessibility and readability of Indian OTAs websites and their accessibility features. In the future, a comparative study will be performed among the OTAs of different countries. In addition, accessibility audits and more accessible feature extraction along with in-depth web pages evaluations will be performed to boost the accessible tourism.

### **Disclosure of interest**

The authors report no conflicts of interest.

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## **Book Review**

### **Methodology of Educational Research**

**Jan Jahanger\***

**Book:** Methodology of Educational Research

**Author:** Lokesh Koul, Professor Emeritus, Himachal Pradesh University, Shimla.

**Publisher:** VIKAS® PUBLISHING HOUSE PVT LTD A-22, Sector-4, Noida-201301 (UP).

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**Price:** INR 325.00

**Pages:** ix & 532 pages

**Binding:** Perfect Binding

### **Review**

The present book review analyzed Lokesh Kouls book on Methodology of Educational Edition Fourth 2009. This book brings together adequate material on complex subjects of research methodology. Research is a part that all disciplines considered and it requires a reasonable and theoretical learning of strategies to be utilized in taking care of research problems. This book refreshes students, researchers and instructors with the hypothesis of research techniques and their application in real research problems. The content of the book is more related towards educational research however this book can broadly be utilized in a wide range of courses and researches. This book has two approaches, one is to tutor look into by scholars emphasizing on advancement and inference of research techniques, and solving the research problems is being the other. It is an applied book in research methodology. The theoretical part of the book encourages the readers to pursue the issue in definite and clear way like how classroom sessions are managed. Presenting theory as well as practical in a lucid manner makes this book unique. Collection of data, analysis of data, interpretation of results and report writing are the perspectives deliberately appealed in the book. The most significant piece of research process is to manage connected multivariate data investigation, which is very much placed in twelfth chapter that is completely dedicated to connected multivariate data examination with clarifications in certain diagrams and basic numerical models that made it interesting to accomplish.

Interpreting the outcomes and reaching right inferences out of it are exceptionally annoying issues to deal with. To take care of these issues, author explains the clarifications alongside yield tables in all the chapters and supported the output values in

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reference to theory given in the content. The students, instructors and researchers will find this book suitable and it will instill confidences among the students from the examination perspective. Besides, appendices sections are given as supporting material to comprehend and work-out the theory and numerical issues.

Lokesh Kouls Methodology of Educational Research examined what is research and how it could be done in a compelling way by giving concrete and complete data utilization through various designs of data collection, survey sampling methods, measurement and scaling, statistical hypothesis testing, parametric tests, multivariate analysis, cluster analysis etc. The book is keenly divided into 14 chapters to express its constituents in a clear way.

Chapter 1<sup>st</sup> contains “Introduction” which lays the groundwork by defining methods of acquiring knowledge, nature of science, meaning and characteristics of research, types of research, educational research meaning and types and nature of educational research. Here, the author has described the base of research methodology excellently. He also defined the various terms which are being used in the field of research in different disciplines.

The 2nd chapter contains “Areas of Educational Research” which provides fundamental information like, nature of education as a discipline, problems relating to content of education, problems relating to different stages and sectors of education, problems relating to teaching process and priority areas of educational research in India etc. which are the foundations of research and are most commonly used in educational research methodology. Areas of educational research are helpful for the researchers in the field of education to choose his area of interest for drawing meaningful and correct conclusions. Thus, the different areas of research in the subject of education are being mentioned here and also the sub-areas are being highlighted.

Following which the 3rd chapter discussed about “Quantitative and Qualitative Research: Nature and Methods”, which focuses on the importance of research methods in research process, basic research paradigms, discuss in detail nature, characteristics, types, advantages and limitations of quantitative and qualitative research etc. This chapter brings forth the essentials needed for the conduct and nature of research in different areas of research.

In 4<sup>th</sup> Chapter, there is “Historical Research” as a type of research focuses on nature of historical research, values of historical research in education, types of historical research

as bibliographic research, legal research, studying the history of ideas, studying the history of institutions, steps in historical research and so on. The author explains that understanding of the historical background of education would enable the professional workers in the field to recognize the ills of most educational policies and practices which were tried in the past and found wanting.

The author devoted the Chapter 5<sup>th</sup> to ‘Descriptive Research’ as a type of research method and most widely used research method in the field of education. This chapter deals with the nature, values of descriptive research in education, methods and steps of descriptive research. The author narrated that this research method provides us information about what exists at present and immediate past by determining the nature and degree of existing conditions.

In the 6<sup>th</sup> Chapter, Experimental Research, meaning and nature of experimental research, values of experimental research in education, steps in experimental research, experimental research designs and its types are being widely explained. Experimental research is the most valid and reliable method of research because of its control on the variables. All researches are carried out after selecting suitable experimental design. In this chapter, experimental designs are discussed adequately. Hundreds of experimental designs evolved befitting to the research problems in different areas such as educational sociology, educational psychology, educational technology, guidance and counseling, educational philosophy, measurement and evaluation and so on. This chapter has covered some of the experimental designs commonly used in the various fields of educational research. These designs fulfill the requirements of most of the courses conducted in institutes and colleges of educational management and administration and for the research scholars.

In the 7<sup>th</sup> Chapter, there is, ‘Review of the Related Literature’, in which the author discusses the specific purposes served by the review of related literature, identifying the related literature and organizing the related literature. A careful review of literature is one of the most important steps in planning of any research study as it helps us in selecting the research topic on which we are going to conduct a research. It mostly helps us in identifying the research problem a new, researchable and genuine. It also saves us in duplication of research.

In the 8<sup>th</sup> Chapter, there is, ‘Identifying and Tackling the Research Problem’ a wide range of topics are explained in this chapter like Knowing the field, selection of the problem, statement of the problem, evaluation of the problem, hypothesis, research proposal or synopsis etc. Some topics are covered in detail and others in a bird’s view moderately keeping their applicability in general. A researcher must possess qualities required to

investigate a problem and a basic one is to recognize the problem by having an insight and intellect to identify the reasons giving rise to it. This step will definitive and delimit the duty of researcher. Here author provided simple steps to follow and spot the far lying reasons and major tasks an investigator should opt for better analytical understanding of the problem. Such as accumulation of facts, observation for their relevance, cause and effect relation, irrelevance of facts and explanations.

In the 9<sup>th</sup> Chapter, 'Data Collection, sampling, Tools and Techniques' are explained. In this chapter, the author explained about sampling as a technique of data collection in research, its significance, process of randomizing, methods of sampling, its limitations and types as probability and non-probability sampling, data gathering tools and techniques are also added to vest the very idea of quantitative research and its understanding to researchers. Sample designs such as probability sampling and systematic sampling, their subtypes, pros and cons are elaborated by author. Multiple sampling, multi-stage sampling, purposive and quota sampling are other types of sampling and opted as per nature of research to be conducted. Errors that could be minimized are also pointed out.

In the 10<sup>th</sup> Chapter, 'Qualitative Data Analysis' are explained. The author discusses the specific purposes served by the nature of qualitative data, sources of qualitative data, analysis and interpretation of qualitative data, validating results of qualitative data analysis etc. Qualitative data analysis is one of the most important techniques in historical research and content analysis. It helps in locating various sources which produce data of qualitative nature and in encoding the confidential information.

In the 11<sup>th</sup> Chapter, 'Quantitative Data Analysis' are explained. The author describes the procedures used in the organization of quantitative data, modes which are helpful in the analysis of quantitative data, modern computational mechanical aids, language of the computers, elements of a computer system, interpretation of results, conclusions and generalizations etc. This type of data analysis technique is mostly used in experimental research because of its quantitative nature.

In the 12<sup>th</sup> Chapter, 'Statistical Method' is explained. In this chapter, the author describes the procedure of classification of data, methods of graphical representation of data, various statistical measures as measures of central tendency, dispersion, relative position and relationship. He also discusses the uses of correlation in the evaluation of reliability and validity of tests in the techniques of factor analysis, predictions and path analysis. Lastly he discusses briefly the limitations of statistical methods.

In the 13<sup>th</sup> Chapter, 'Inferential Statistics' are explained. The author introduced about statistical methods in previous chapter whereas in this chapter he threw lights on

availability of many more parametric and non-parametric tests in statistical literature like chi-square test, median test, mann-whitney U test, kolmogorov-smirnov two sample test, McNamara test, spearman's coefficient of correlation, phi-coefficient of correlation Shapiro-Wilcoxon test, Moses test, ANOVA, ANCOVA and so on. The tests covered by the author can be commonly and easily used in educational research, business management, behavioral sciences etc.

In the 14<sup>th</sup> Chapter, there is 'The Research Report' that is the final and most worthy part of a research and on its basis whole research and investigation is judged. There are four major writing formats in research reports, namely as Research Proposal or synopsis providing an outline of a research project, Report or thesis also called dissertation, Research Summary and Abstracts. All of these formats are discussed in details in this chapter along their needs, mechanics, styles and evaluation criteria. A general format of thesis is furnished with an example where headings are mentioned in systematic and orderly form. Each heading is further defined and illustrated with specimens, such as what title page includes, what is a preface or acknowledgement, how table of contents and list of figures are mentioned.

### **Conclusion and Suggestions**

After reviewing this book, I can say that anyone who is not familiar with the concept of research and its components and variety of approaches can have a better understanding of it. However, the following point clearly helps us in understanding the pros and cons of the book after a concentrated review of the book:

- ❖ The author wrote this book in simplistic form and thus is feasible for all type of students, scholars and teachers at all levels.
- ❖ This book is an attempt to provide adequate knowledge on all complex topic of research methodology.
- ❖ The contents of the book are oriented towards educational research. But, all the research methods are not restrained to any particular area or discipline of research. In view of this fact, the book can widely be referred in all kinds of courses and researches.
- ❖ This book is unique, as it is intended to present the theoretical and application aspects of any technique in a simple manner. Hence, the students, scholars and the teachers will learn basic methodology and will be able to develop them to make use of statistical procedures in research and education.
- ❖ This book presents *fourteen chapters* that are totally devoted to be applied in educational research. Due to the complications in multivariate concepts, these concepts are first clarified in an easy manner followed by some graphs and simple

numerical examples. This will create a clear understanding about the topics in consideration.

- ❖ Also the output tables are oriented and the author has handled the most important and challenging problem of interpreting the results to draw the correct conclusion through interpreting the results. The author has provided the explanation below all output tables in all chapters.
- ❖ The author does not elaborate the case study as a method of research in education separately or in detail. A separate chapter of case study as a research method should have been introduced in this book as it is widely used method in the field of education.
- ❖ In this book, few things are discussed unwillingly and I found many topics disorganized, such as if characteristics of a good literature review is provided after definition and scope, which I think will be making more sense if provided at start, so that reader could relate and know about basic ingredients of a good literature but it is discussed in the seventh chapter of the book.
- ❖ The author has also mixed the various topics of different chapters such as nature of quantitative research is being discussed in qualitative research chapter which creates confusion among the beginners in the field of research.
- ❖ The author has not properly shaped the various types of experimental designs which are mostly used in experimental research and are confusing the students in its applicability and use.
- ❖ Another major setback of this book, as per my knowledge and proof, is that, most of the material is being copied from the book of John W. Best, a foreign author of the book entitled “Research in Education”.
- ❖ The author also failed to mention the various types of internal validity factors in experimental research designs which are very useful in the field of research in education.
- ❖ Lokesh Koul, author of this book, being an Indian and Education expert emphasized more on India’s lacking in research but did not pointed out the areas of improvements. Being an educationist and writer, His every example is all about educational systems, students, and teachers and teaching methods, although, I think it would be more cohesive if he had provided diverse and generalized examples which will aid readers in relating the phenomenon or process and build vivid and larger picture of research in their minds.

- ❖ In this book the author does not provide any footnote, thus, readers are not able to understand the origin of the source, reference or comment on a disintegrated part of the text.

I recommend this book to the beginners in the field of research and also suggest the author to publish a new edition with marginal revision.

**Biographical note:** Mr. Jan Jahanger received his bachelor's degree in Arts from Govt. Degree College, Beerwah, Budgam affiliated to the University of Kashmir, Hazratbal Srinagar (India). He has earned his PG in Education and M. Ed from the University of Kashmir. He has qualified the National Level Eligibility Test (NET) in June 2014 in the subject Education. He has also completed his M. Phil. in Education from SBBS University, Kathar, and Jalandhar, India. He has four years of teaching experience at secondary and higher education level. He has to his credit 01 text book, 03 book chapters, 15 international paper publications, 07 international conferences, 08 national conferences, 03 workshops, 12 national and international webinars and many other online courses and symposiums. He is currently pursuing his Ph.D. program from DAVV- Indore MP. His areas of research interests include case studies, educational technology, spiritual intelligence, meta-cognition, brain-storming technique and development of modules etc.