CONTENTS

EDITORIAL

In the words of Lord Acton 'Learn as much by writing as by reading' the process of writing brings, indubitably lots of new learning and insights into academic circles. Academic writing helps researchers make public the insights thrown up by their studies, apart from facilitating readers focus on related areas of research. Not surprisingly, therefore research and publication go hand in hand and are pillars of higher education. Accordingly, Madras School of Social Work publishes a peer-reviewed journal, the Journal of the Madras School of Social Work (JMSSW), to support both research and publication in the field of social science.

As associate editors of the journal, we are glad to note that the contributors of papers to this particular volume have made a great effort to consolidate their experiences in specific areas that particularly interest them. The paper by Gurneet Kaur Kalra and Agathumariyan Michael highlights how children who were victims of early childhood abuse are more likely to suffer from post-traumatic stress disorder, commit delinquent acts, and be addicted to drugs and alcohol, compared to children who were not victimized. Lakshmi Jayapal, in her paper on women and self-help groups, has assessed the degree to which empowerment has helped women who constitute self-help groups in Tamil Nadu. Arul Suresh has presented employees' perceptions towards effective human resource development practices in the hotel industry in Chennai. A book reflection on Malala Yousafzai's "I am Malala" by S. Rajesh Khanna and B. Poornima highlights how the young author has portrayed the sorry state of women's education in Pakistan, her fight against the Taliban, and the Malala Fund she has set up to support education for women.

The Editorial Board places on record its appreciation for the meticulous work carried out by the contributors of every paper, and to the Board of Reviewers as well. The contribution of the members of the Editorial Team needs a special mention, and their valuable time and inputs are much appreciated. We believe the content of the journal will add value to the existing domain of knowledge.

<div align="right">Associate Editors,
JMSSW</div>

Leadership in the Era of Conscious Capitalism
(Mary Clubwala Jadhav 19th Endowment Lecture)
by
B.Santhanam
President, Flat Glass, South Asia, Malaysia and Egypt

It is my honour and privilege to deliver the 19th Mary Clubwala Jadhav Endowment Lecture. Padma Vibushan Mary Clubwala Jadhav is a person who single handedly made the field of Social work what it is today. The Madras School of Social Work was founded soon after independence is one of her finest creations.   The institution has contributed immensely to the nation building process through its illustrious and distinguished alumni.

The Changing Business Context:

I begin my lecture taking you back four decades. The famous economist and Nobel laureate Milton Friedman made a statement regarding the purpose of business and I quote "There is one and only one social responsibility of business -- to increase the profits". The Washington consensus representing this school of capitalism became a passport for growth, development and prosperity for the last four decades and this economic framework has been widely adopted by developed and emerging countries. However the financial meltdown in the US followed by the European debt crisis has impacted the global economy. The era of relentless pursuit of economic growth at the cost of environment and equity is coming to an end. The large western economies went through a period of deleveraging that led to the economic stagnation for the past 5 years. The world is now slowly recovering led by the growth in the US, Japan and a more balanced approach by China. However, the world of business has changed forever.

If you asked someone a few years ago, what is the most important characteristic that you must possess in order to succeed in business, most people would have answered that to be competitive is at the heart of being successful. Currently businesses and countries face social, political and ecological challenges that are more complex and

interlinked. Being narrowly competitive no longer guarantees success. The ability to collaborate is now an absolute necessity. It was the World Wide Web initially, later Cloud and now Social media that bind us together to form a large complex network. The world is much more interconnected now. Increasingly, led by the revolution in Information and Communication Technology, the world is becoming much more innovative and creative; be it in the way business is done or in ushering in new products and services. The last and the most important dimension of change, is that the world is suddenly beginning to wake up to its conscience. Capitalism is now focused on building trust, compassion, Collaboration and value creation. The Era of Conscious Capitalism has just begun.

In this changing business context, being collaborative, being creative, staying connected and bringing your conscience to the world of work is exactly what your institute has trained you for. You now have a major role to play.

The Leadership Traits that matter:

Over the years I have worked with many talented leaders and have observed the traits that have made them different. It is important to know why some are more successful and understand the essential characteristics to succeed in the new world order; whatever be the field one chooses, entrepreneurship, music, sports or profession.

Leadership behaviour is one of the most researched and talked about phenomenon of the modern business environment   and I propose a framework 'i10 Leadership Traits' drawn from success stories of many leaders and if inculcated, will lead to increased impact. The framework has ten interrelated traits, which contribute to effective leadership.

Intelligence and Information

Intelligence not Analytical but Emotional and Social

The first and foremost differentiator of the leader from other persons is Intelligence. More often, the society analyses people on Analytical Intelligence, but real leadership demands more than just that.

Analytical Intelligence is a prerequisite for an effective leader. Most of the current research points out to the need for a threshold level of analytical ability to understand the social, scientific, human phenomena in order to make meaningful connections and conclusions. However, other forms of intelligence, viz., Emotional and Social Intelligence are even more crucial for a successful leader. An Emotionally intelligent leader is aware of her and empathizes with others. A socially intelligent leader leverages networking with others, collaborates, persuades and influences people over whom he has limited authority. We can find no better person than Barrack Obama, who perhaps excels in all dimensions. Obama displays deep understanding of social, economic, political issues and has the uncanny ability to align and collaborate with other world leaders for larger cause.

Information   through Knowledge, Framework, Linkages

'Information is power' is an old adage, but one that holds true in leadership, situations. Information is easily accessible in today's era. However, the ability to generate knowledge, develop frameworks and draw linkages through the use of information is fast becoming a true source of competitive advantage for effective leadership. An example of the power of information is evident through the example of Google. It had a humble beginning that took root in a Stanford University dorm room and quickly spread to information seekers around the globe. Larry page and Sergey Brin chose to develop a search engine that would organize information on the web and the power of information has guided Google to a leadership position. Truly, it lives by its vision - 'to organize the world's information and make it universally accessible and useful'.

Insight and Imagination

Insight into Market, Customer and Industry trends

In today's era of easy information accessibility, the differentiating factor of effective leadership is the ability to create insights from data and information. Insight, when capitalized upon, leads to innovation

and further contributes to the organization's competitive advantage and leadership position. Understanding consumer psychology by studying the market, customer behavior and industry trends are useful sources of generating insight. There are many companies which bank upon these insights to develop innovations in products, business processes, distribution channels, value chains, people management and even in management functions. An example of one such company is CavinKare which launched the key product, "Chik Shampoo" in innovative sachet packing at a strategic price of Re.1 and 50p. After 3 decades, that insight has now become a main-stream idea. In a highly competitive FMCG category that seemed impenetrable to most marketers, Chik Shampoo identified a humongous opportunity in rural and semi urban India and created waves with its entry into these markets.

Imagination is envisioning the future and being unconstrained by resources.

Effective leadership involves working with imagination and being unconstrained by resources. Leaders with imagination have their eyes not only on the task at hand, but also focus on the horizon. They have the ability to build scenarios, see the bigger picture, think strategically and come up with out of the box solutions. A.P.J. Abdul Kalam is a leader who used his imagination to draft 'India 2020: A Vision for the New Millennium'; which offers a vision of how India can emerge to be among the world's first economic powers by 2020.Such leaders possess the ability to look into the future and create scenarios that act as an Inspiration for others to follow. To be able to build effective leadership vision and garner support on the initiatives, imagination is a crucial tool.

Intensity and Inspiration

Intensity through Passion, Drive and Involvement.

Ram Charan in his book, 'Leadership in the Era of Economic Uncertainty', reiterates the need of intensity as a leadership trait. I believe leadership is about intensity as demonstrated in passion, drive and involvement in the task ahead. Without this intensity of thought and

action, leadership will have little influence. The intensity translates itself into rapid force with which organizations adapt to changes in the business scenario. In 1996, Hyundai then an aspirant in the Global Auto Industry, decided to enter India. Most industry analysts were more enamored by other auto majors. However, the intensity with which top Korean Leaders, who were deputed to India, pursued their audacious goals and ensured that they captured the heart of India, made all the difference. The Korean leaders went about understanding the Indian consumers' mind, designed a World Class Car, developed an ancillary base, recruited top talent and invested in a state-of-the-art facility. The result is that their Chennai complex, in just a decade, reached an annual production of over 5,00,000 cars. The result is, today they are 10 times bigger in India than the US auto majors. What differentiated the two teams was the passion and intensity of the top leaders.

Inspiration be a Visionary, Role Model and get others to commit.

Leadership does not operate in isolation but in continuous interaction with others. Leadership derives its very meaning from its association with the 'other' the followers. By becoming an inspiration for others, leaders create a shared vision, get others to commit to the common goal and motivate people to achieve more than they may have ever dreamt of. Inspiration is the spark for motivation that leads to action. Leaders motivate others for a common purpose and inspire others to do things normally beyond their realm. The best example to demonstrate inspiration as a trait of effective leadership is Mahatma Gandhi, who without any military aid, economic force, violence or devious politics made the British to leave the country. Gandhiji's nonviolent ways and peaceful methods were the foundation for gaining independence from the British. Through inspiration, leadership enables others to emotionally commit and identify with the goals, leading to success.

Influence and Impact

Influence through Persuasion, Consensus, Team-work and Collaboration.

Influence is a key component of Leadership. Being able to persuade

others, build Consensus amongst the contending parties, create a cohesive team and collaborate effectively are keys to influential leadership. An example of influence is illustrative in the case of Dewang Mehta, ex-chief of NASSCOM. He played an important role in lobbying with the government on behalf of the fledging Indian software industry. Mehta's knowledge of the right people to connect with and his collaborative stance with IT-related departments enabled him to gain concessions, while other industries struggled. Recognizing the potential of the software and services segment as a major foreign exchange earner, Mehta launched the India Inc. crusade, where he personally presented the country's software industry to the world. Leadership talent is closely related with the ability to influence, not just the consenting parties but also dissenting parties. To develop leadership skills, it is imperative to develop the ability to persuade others and collaborate effectively.

Impact is through Clarity of Communication, Personality and Connect with people.

Largely, leadership is about impacting others and getting them involved in the task ahead. Since leadership is based on interaction with others, it is important to build connection. In this, communication plays a vital role. Clarity of thought and the ability to communicate effectively is pivotal in developing leadership competence. Barack Obama, the President of United States, is someone who has risen from nowhere in a short time and today has become a person to reckon with. Although Obama always stays cool, his speeches energize the audience and stir the mind. Having heard Obama first as a candidate and now as the President, people around the globe have put their faith and hope in him. His powerful communication style creates maximum impact on people across the globe. Therefore Leadership is not only about an inherent value or substance but also about outward style which makes it attractive and impactful to the masses.

Integrity and Independence

Integrity not just Personal but Ethical, Moral & Social.
There is a common theme among research papers written about

leadership in recent times   Leadership and its relationship with integrity. Effective leaders serve as role models who are looked upon to set examples and lead. Integrity is that factor which makes leaders trusted, helps them build credibility and create an impact on the masses. The Tata Group has been in existence for over 100 years and has always focused on integrity as an important value for the organization. The Tata Group is not only a code of ethics, but a code of Conduct, which specifically addresses behavioral expectations from employees - right from the CEO to the staff level employees. The Tata Group has ensured consistency of exhibiting moral values & integrity across is illustrious life span and in all its dealings with numerous stakeholders. Effective leadership flows from the display of the highest standards of integrity in all types of situations normal and high stress.

Independence   being Autonomous, Self-Motivated, possessing Edge and Power Balance.

Finally, Leadership stems from independence of thought, Self-motivated leaders who are autonomous in their thinking and in the execution of their plans, come up with original models and their conviction paves the way for leadership success. E.Sreedharan, who is over 70 years old now, is the architect of the metro rail project in Delhi. It is well ahead of Schedule and the pace of work is admirable. His success is driven by his independent streak and self-motivation. His relentless pursuit towards excellence is exhibited in the turn around speed of projects he rebuilt the Pamban Bridge after it was washed off, in less than 60 days. When the mandate given to him was six months. Varghese Kurien, father of the white revolution, driven by the challenge left his government job and set up Amul. He gave autonomy to the farmers and under Kurien's leadership, India became the largest producer of milk in the world. What differentiates both these leaders is the edge of 'independence' - of themselves and their followers. Thus, Effective Leadership is preceded by a relentless pursuit towards excellence, equipped with the tool of independence of thought.

The 10 principles highlighted are not meant to be a judgment on all the traits a leader must possess. However, based on my personal

experience as well as observations of instances of great leadership, I believe that the elements of the i10 framework encompass essential attributes that have served leaders well in the past and are bound to prove their worth if applied in the right context and in the appropriate manner. These are not necessarily innate but can be cultivated through observation, listening and feedback.

The Era of Conscious Capitalism

Capitalism is an unparalleled vehicle for meeting human needs, improving efficiency, creating jobs and building wealth. But a narrow conception of capitalism has prevented business from harnessing its full potential to meet society's broader challenges. The opportunities have been there all along but have been overlooked. Businesses acting as businesses, not as charitable donors, are the most powerful force for addressing the pressing issues that we face. The moment for a new conception of capitalism is now; society's needs are large and growing, while customers, employees, and new generations of youth are asking business to step up.

Conscious Capitalism is the combination of capitalism with focused efforts to build trust, compassion, collaboration and value creation. Global business and political leaders have attempted to redefine how to incorporate consciousness into business practice. Interestingly, while we have well developed mechanisms to measure performance on the economic and ecological parameters, criteria for the other two i.e. social and ethical aspects are yet to reach the same level of sophistication. The Shared Value approach by Michel E. Porter of Harvard University reiterates the importance of combining economic value and social impact for ensuring sustained growth. This implies that business in order to remain sustainable must incorporate economic, social and ecological sustainability as its core value. We now need a new framework for measuring business performance and many global and Indian corporations are now incorporating in their pursuit of business goals.

Conclusion

To sum up, the world of work has changed and you need to be Collaborative, Creative, Connected and driven by Conscience. The i10 leadership traits provide you with a framework to be successful in this changed business and social contest. Increasingly many companies have adopted this new model of growth that is sustainable and inclusive and that simultaneously optimises economic and social values.

You are entering the world of work in the era of Conscious Capitalism. Your institute have trained and equipped you to be in an unique position to shape the society in the new era.

I wish the Madras School of Social Work, the Principal, the faculty members and the students of Social Work and Human Resources a bright future in this new world order.

Thank you.

CHILDHOOD ABUSE AND NEGLECT AS A RISK FACTOR FOR
SUBSEQUENT JUVENILE DELINQUENCY: A STUDY AMONG MALE
CHILDREN IN CONFLICT WITH THE LAW IN INDIA

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ABSTRACT

Children who were victims of early childhood abuse inclusive of physical, emotional and sexual abuse - are more likely to suffer from post-traumatic stress disorder, commit delinquent acts, and be addicted to drugs and alcohol, compared to children who were not victimized. In this paper, an attempt is made to elucidate the relationship between early childhood abuse and delinquent behavior. A study was conducted among male delinquents (n=60) under institutional care in New Delhi, India. The results of the study clearly reveal that three- fourths of the children surveyed have experienced childhood abuse in some form, including physical, mental and sexual abuse.

Keywords: Delinquency, children in conflict with the law, child abuse

BACKGROUND OF THE STUDY

A category of children almost always overlooked while addressing the issue of marginalized children is 'Children in Conflict with the Law.' Many who believe in the maxim, 'These children get what they deserve!' want to do little about the treatment meted out to them. However, it must be understood that a juvenile, given its relative

immaturity, does not quite comprehend the consequences of its actions and is extremely susceptible to its surroundings.

In India, the share of crimes committed by juveniles has seen a steady rise. According to the National Crime Records Bureau Report (2013), the juvenile crime rate increased by 13.6% in 2013. Juvenile justice, as opposed to criminal justice, recognizes children who come into conflict with the law as victims, taking into account the fact that children lack the maturity of adults in moral, cognitive, physical and emotional terms. It also recognizes the vulnerability of children to experimentation, victimization, and involvement in crime - and that the problems experienced in childhood or adolescence can have lifelong implications. The overwhelming majority of children coming into conflict with the law are victims of neglect, exploitation, and social and economic hardships. These children need, and have every right, to proper care, guidance, protection and the opportunity of social reintegration needs on which the juvenile justice system ought to be based.

Delinquency among juveniles is a result of social pressure from delinquent peers and parental responsibility. While parental responsibility starts from the time of conception, social pressure from delinquent peers starts when juveniles have grown up. Though social pressure from delinquent peers and parental responsibility are held important, Ronald Akers & Robert Burgess (1966) and Michael Rutter (1995:432) believe that delinquency among juveniles is a result of the troublesome environment which juveniles find themselves steeped in during their early years.

Apart from the aforesaid factors, it is argued that early child maltreatment plays a vital role in determining later delinquent behaviour (Patterson, 1982; Snyder, 1977; and Snyder & Patterson, 1986; Creighton, 2002; Dodge, A. K., et al, 2007; Geller and Ford-Somma, 1984; Shanok et al, 1979; Maxfield & Widom, 1996; and Smith and Thornberry, 1995). Child maltreatment is classified into four groups: physical abuse, sexual abuse, emotional and psychological abuse, and neglect (Krug E. G., et al, 2002 and Butchart, A., et al, 2006). However, extensive studies have clearly demonstrated

that there is a strong relationship between early child abuse and later delinquent behaviour. Many surveys of victimization reveal that the number of people who have faced any form of abuse in their childhood is ten times greater than those who have not been maltreated (Creighton, 2002). It is clearly proved that people who face early childhood abuse often tend to become victims or perpetrators themselves of crime and delinquency. Another interesting fact is that the majority of the perpetrators of early abuse are family members themselves, with two in five people maltreated in childhood corroborating these startling findings. (Hamilton and Browne, 1999). There are lots of studies reinforcing the proposition that individual members of the family directly urge children - through poor parenting, lack of monitoring and inconsistent discipline - to perpetrate antisocial behavior (Loeber & Dishion, 1983; McCord, McCord, & Howard, 1963; Forenand, King, Peed, & Yoder, 1975; Patterson, 1982; Snyder, 1977; and Wahler & Dumas, 1984). Further, it can be argued that coercive behaviour on the part of children is reinforced, time and again, through clumsy parenting practices (Patterson, 1982; Snyder, 1977; and Snyder & Patterson, 1986). The following figure establishes, in no uncertain terms, the relationship between early childhood abuse and later coercive behaviour on the part of victims-turned-victimizers; clearly depicting four developmental stages starting from early childhood to early adulthood. The results of poor parenting include abuse, neglect, and family violence; naturally leading to children growing up with a host of personality disorders, such as poor self-esteem and violent behaviour, particularly in their dealings with their siblings. These children grow up, in later years, with a propensity for delinquent behaviour. During this progression, children suffer negligence in such forms as rejection by peer groups, truancy, loss of interest in studies, association with criminal gangs, and so on.

Figure: The developmental progression from childhood maltreatmentto antisocial and violent behaviour
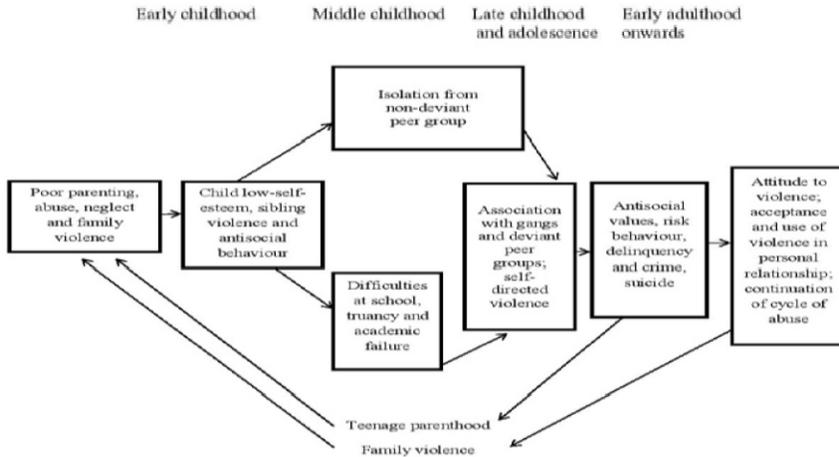
Source: *Browne & Herbert (1997); Patterson, DeBaryshe and Ramsey (1989)*

It is seen from a review of literature that studies have been done to discover a relationship between child abuse and delinquency. Earlier studies relied on recollections of faded and distant childhood memories of abuse faced by adults when they were yet children. The present study has attempted to collect data and establish a link between child abuse and delinquency from juveniles currently facing trials in observation homes. The study, therefore, aims at answering the following questions:

- Are childhood abuse and neglect significant risk factors for subsequent delinquency?

- What is the nature and form of childhood abuse and neglect experienced by children in conflict with the law?

METHOD

Concept

The definition of "juvenile" in India, as laid down in Section 2 of the

Juvenile Justice (Care and Protection of Children) Act, 2000, defines a juvenile as a person who has not completed eighteen years of age.

According to the Ministry of Women and Child Development (2007), child abuse refers to any kind of maltreatment - habitual or otherwise - which may be either intended, unintended, or perceived as maltreatment. This may include any of the following:

- Physical or psychological abuse, cruelty, sexual maltreatment, emotional maltreatment, or neglect.

- Any deed or act which degrades the real worth of a child or damages the dignity of a child.

- Deprivation of any of the basic needs of a child - such as shelter, food, or not being provided proper medical care - essential for survival, leading to impairment or the death of the child.

Research Design

An exploratory research design has been undertaken in this study, given the current lack of a comprehensive study on child abuse as related to delinquency in India. Researchers in the past have mentioned child abuse as a psycho-social factor that could be related to delinquency, but there has not been an exclusive focus on this topic. In light of the lack of past research and the absence of a workable hypothesis, this study has had to adopt an exploratory approach.

Sample and sampling

The geographical location of the present study was two observation homes located within the National Capital Territory (NCT), Delhi. Observation Homes I & II for Boys are short-stay homes for residing juveniles in conflict with the law. Juveniles are remanded in these homes until such time that an enquiry is pending in the Juvenile Justice Board under the aegis of the Juvenile Justice (Care and Protection of Children) Amendment Act, 2006. At the time that data was being collected, Observation Home for Boys-I housed 62 delinquent males, while Observation Home for Boys-II housed 117. The sample was limited solely to male delinquents, an adequate sample of female delinquents being unavailable in the Observation Home for Girls. A

scrutiny of the crime rate relating to juveniles shows that female delinquents scarcely contribute to the crime rate. A purposive sampling method was used to select respondents from these homes. The researchers initially approached the participants, explained to them the objectives and purpose of their research, and gave them the assurance that any information obtained from them would be kept confidential. Further, written consent was obtained from the officers in charge, on behalf of the children, of both homes. Additionally, the respondents were informed that they could choose to terminate the interview at any point of time if they were not inclined to continue. Of the total number of respondents, only 60 agreed to participate in the study and data was collected from them. A social worker accompanied the researchers as they went about collecting information pertaining to early abuse. A semi-structured interview schedule was constructed incorporating all the variables of the study, and a pilot study conducted. After a thorough perusal of the results of the pilot study, a few items were deleted and a few others inserted (Cronbach's alpha $\alpha = 0.82$).

Data analysis

The data collected was processed using the Statistical Package for Social Sciences (SPSS), version 20.1. Descriptive statistical analyses such as frequencies and cross-tables and inferential statistical test like chi-square were carried out to analyze the relationship between the types of family structure and child abuse.

FINDINGS AND DISCUSSION

Table 1 - Profile of the respondents

Variables	Frequency(N=60)	Percentage (%)
Age Group (Years)		
9-11	9	15.0
12-14	25	41.7
15-17	26	43.3
Educational Status	23	38.3

Illiterate Primary school	**9**	**15.0**
Secondary school	**28**	**46.7**
Sr. Secondary school	**0**	**00**
Living With Both parents	**7**	**11.7**
Foster parents	**4**	**6.7**
Friends	**13**	**21.7**
Guardians	**8**	**13.3**
Homeless	**4**	**6.7**
Single parents	**24**	**40.0**

From the table above, it is seen that nearly 85 % of children who are in conflict with the law are in the age group 12-17 years, that is, they all are adolescents. A higher percentage (39) is illiterate, and only 46.7% have completed secondary school. It was also found that only 11.7% live with both parents, while 40 % live with single parent. The rest stay with friends (13.3%) or live on the streets (40.0%).

Table 2 - Nature of Offence

Variables	Frequency(N=60)	Percentage (%)
Duration of stay in the Observation Home	23	38.3
< I month	24	40.0
1-3 months	7	11.7
3-5 months and more	6	10.0
No. of times brought to the Observation Home		
Once	20	33.3
Twice	14	23.3
Thrice	19	31.7
More than three times	7	11.7

Nature of Offence		
Arson	6	10.0
Assault	8	13.3
Causing grievous	9	15.0
injury	6	10.0
Murder	11	18.3
Rape	20	33.3
Robbery / Theft		

It is found that nearly 40% of respondents have been staying in the observation home for a period ranging from one to three months. Of the rest, most have been in the home less than a month. A large percentage (33.33%) has been brought to the home for the first time, while almost as many (31.67%) have been brought there around three times. The principal reason for the respondents being remanded to the observation home is theft (33.33%), followed by rape (18.33%). It is noted from the results that nearly 60% of all respondents were apprehended for committing serious offenses including murder, rape, and robbery.

Table 3 - Child Abuse

Childhood Abuse	Forms of abuse		
	Physical Abuse	Psychological Abuse	Sexual Abuse
Yes	47 (78.3%)	58 (96.7%)	21 (35%)
No	13 (21.7%)	2 (3.3%)	39 (65%)

This table shows the responses of the sample on a history of childhood abuse with respect to the forms of abuse. Nearly 80% of all respondents have experienced physical abuse. 96.7% reported psychological abuse and 35% sexual abuse.

The results also reveal the forms of physical abuse faced by children in conflict with the law. Beating (38.29%) was the major form of physical abuse suffered by respondents, including slapping, hitting, and relatively milder forms of physical assault. Other more common forms of physical abuse comprised different forms of torture, severe beating and physical injury (19.14% each). Beating is carried on to the point

where the victim suffers marked hurt and pain. Punishment encompasses any form of physical violence used to scold or discourage a child, such as caning and using hot objects to scald the victim, followed by beating and punishment (17.02%), and beating and severe punishment (6.38%). Therefore we see that children who experienced physical abuse had been beaten in various ways, but not to the extent that they suffered traumatic injury, or were punished with the use of excessive force.

Results showed that the perpetrators of physical abuse were relatives (uncles or cousins) or guardians of the victims, accounting for 27% of the cases reported. A large percentage of the respondents have been abused by neighbors (51%) and parents (76.59%), with 17.8% being physically abused by their elder brothers. A high percentage (48.9%) of those physically abused had been victimized by their own parents, thus confirming the fact that physical abuse continues to be an intra-familial issue of concern because of the social sanction it has. The results of the study clearly confirm and support the findings that individual members of the family model antisocial behaviour and approve of children resorting to the same, a phenomenon observed throughout the world (Patterson, 1982; Snyder, 1977; and Snyder & Patterson, 1986).

As for psychological abuse among those who have a history of child abuse in the form of neglect, the majority were deprived of love and care (38.29%), followed by separation from home and parents (21.27%). Most of the other respondents faced the deprivation of basic needs (19.14%) and abandonment (12.76%). These children have been robbed of basic needs like education, recreation, wish fulfillment, love and care - especially from parents and, specifically, from the mother. Many were also separated from home and parents, having been sent away to another city in search of work, or to live with a guardian or relative. The perpetrators of psychological abuse include parents (father, mother, and foster parents), relatives (siblings, cousins and so on) and unrelated guardians. It is unfortunate that the maximum degree of psychological abuse, as well as neglect, is inflicted by parents (72.41%), followed by relatives (24.13) and unrelated guardians (6.90%). It indicates that abuse is still a closed-door phenomenon, with victims and perpetrators related by blood ties.

Of those who faced sexual abuse, incest (36.36%) was the major form of sexual abuse faced by respondents, followed by intercourse (31.81%) and fondling (22.72%).The perpetrators of such physical abuse are relatives or guardians, with a large number victimized by neighbors (36.36%).

Table 4 - Relationship between living structure and child abuse

Child Abuse	Types of Family Structure						χ2	p
Physical Abuse	5 (10.6%)	19 (40.4%)	1 (2.1%)	3 (6.5%)	7 (14.9)	12 (25.5%)	15.66	0.008*
Sexual Abuse	3 (14.3%)	5 (23.8%)	2 (9.5%)	1 (4.8%)	6 (28.6%)	4 (19.0%)	8.35	0.138
Psychological Abuse	5 (8.6%)	24 (41.4%)	4 (6.9%	4 (6.9%)	8 (13.8%)	13 (22.4%)	8.82	0.116

*<0.05%

The table above establishes the relationship between living structure and child abuse. The living structure of the respondents was divided into six groups: with both parents, foster parents, friends, guardians, homeless, and single parents. The majority of the respondents who lived with foster parents faced all forms of abuse. Amongst those who faced abuse, the maximum faced physical abuse (40.4%), followed by psychological abuse (23.8%) and sexual abuse (41.4%). These results also substantiate the earlier findings of several researchers (Benedict, M. I., Zuravin, S., Brandt, D., and Abbey, H., 1994; Benedict, M. I., Zuravin, S., Somerfield, M. and Brandt, D., 1996; Miller, 2011). A portion of the respondents who lived with a single parent had experienced physical abuse (25.5%), psychological abuse (19.0%) and sexual abuse (22.4%). Again, in the case of the homeless, nearly all had faced some sort of child abuse, with physical abuse (14.9%) and psychological abuse (28.6%) topping the list. There are far fewer victims of child abuse among the many respondents living on the streets.

This could likely be because the absence of a parent in itself is a cause of neglect and emotional anxiety for a child unable to gain the love and

affection of a missing parent. As each parent has a specific role to play in a child's life, the absence of either could be a source of emotional and psychological distress for the child. The difference in the kind of abuse suffered could mean that the child was exposed and vulnerable in the absence of a protective parent figure. The incidence of child abuse is also high among respondents staying with friends. The high percentage of abuse faced by respondents living with guardians and relatives could mean that those who are sent away from home to live with others (relatives or guardians) are not only distressed at being away from home and separated from family, but are also forced to come to terms with a lack of care on the part of their guardians. A comparison, in terms of abuse, of the data for respondents staying with both parents and those staying with guardians reveals that the rate of all forms of abuse is much higher in the first case. This may point to the fact that parents - especially, fathers - may be much more responsible for inflicting psychological abuse than causing other forms of distress. In a typical Indian family structure, the physical beating of children is accepted and even condoned and could possibly explain why respondents did not associate it with anxiety or emotional distress, even though they had routinely faced physical abuse (Barnett, Miller-Perrin & Perrin, 1997; Watts-English, Fortson, Gibler, Hooper, & De Bellis, 2006; Straus & Donnelly, 2005). Similarly, the findings of the present study also emphasize the significant association that exists between physical abuse and the children's living structure ($\chi2 =15.66$, p=0.008).

IMPLICATIONS

The implications of the findings are important both for a rehabilitative model as well as a socio-legal one. For rehabilitative measures, some knowledge of the background and risk factors that have driven a juvenile towards delinquency can enhance the procedure of treatment, making corrective therapy more client-centered and definitive.

From a socio-legal viewpoint, the link between child abuse and juvenile delinquency can only re-emphasize the need to strengthen

legal provisions concerning child abuse. The fact that much of the abuse is within the framework of the family calls for special attention from all sectors of society in helping deal with this multi-consequential concern.

The findings of the study make clear that delinquency is not an uncommon or restricted phenomenon among children, calling for immediate attention from the government and private organizations working in the field to introduce more appropriate policies that will help save young people caught up in these unfortunate circumstances. There is a lack of a client-centered approach in the system, with the legal framework failing to make adequate provision for looking into the causes of delinquency during the juvenile's rehabilitation. Probation officers focus more on monthly visits and reporting rather than individual case plans and referrals. Moreover, a risk-assessment of the juvenile is not made. Special rehabilitation programmes for delinquents - entirely different from those intended for adult criminals - need to be provided, taking into consideration the delinquent understanding of these acts, and reasons for committing them, as well as the nature of the kind of harm they are vulnerable to.

A review of literature makes it plain that the theoretical backdrop of most rehabilitation programmes is unidirectional, focused on a single approach. It has now been established that juvenile delinquency is a complex and multidimensional fact that needs to be addressed from all possible viewpoints. Moreover, the high incidence of child abuse, including psychological distress and feelings of neglect, would mean that these unconscious processes and cognitive dispositions have to be modified if rehabilitation is to be successful. Behavior modification alone cannot suffice, especially in cases where cognitive dissociation is involved. Only when the juvenile's basic perceptions and thinking patterns have changed will he be able to develop alternate coping mechanisms. Under such circumstances, only a shift in behavior will always be temporary, thus keeping the rate of recidivism high.

This paper has tried to address the importance of childhood risk factors with respect to juvenile delinquency. Irrespective of the fact that

various limitations were in place, a definite relationship between the two variables could be corroborated. A comparative analysis of the incidence of childhood abuse among male juvenile delinquents and non-delinquents further clarifies the significance of this determinant. Also, psychological tools may offer an in-depth analysis of the consequences of child abuse on the personality of the individual and how that is, in the final analysis, related to juvenile delinquency.

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A STUDY ON WOMEN'S EMPOWERMENT THROUGH SELF-HELP GROUPS IN CENTRAL   TAMIL NADU

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ABSTRACT

The Government of Tamil Nadu introduced the concept of Self-Help Groups (SHG) for the empowerment of women in the 20th century, considering it a key instrument that empowers, especially, rural women. In its credit guidelines for SHGs, the Tamil Nadu Corporation for Development of Women Ltd. (TNCDW) defines a SHG as a small, economically homogenous, like-minded group of the rural poor; voluntarily formed to save and contribute to a common fund that is to be lent to its members, in accordance with decisions taken by the group and for the shared goal of working together for the social and economic uplift of the family and community at large. The women organize themselves, at the grassroots level, to find innovative solutions to specific problems so as to develop self-esteem, self-reliance and self-confidence. The study aims to assess the degree to which empowerment has helped women who constitute self- help groups. The present study was conducted in the central districts of Tamil Nadu, defined as the central part of Tamil Nadu-district-based geographical location. Data were collected from seven central districts: Thanjavur, Tiruchirappalli, Karur, Ariyalur, Perambalur, Pudukkottai and Nammakkal. A standardized women's empowerment tool was used for data collection to assess the touchstone of empowerment. The sample size of the present study is 315. The researcher applied statistical tests like one-way Anova to arrive at and ascertain differences in terms of the respondents' educational qualifications, income, type of training programmes attended, and how the said programmes aided the empowerment of these women. Karl Pearson's coefficient of correlation was used to establish the relationship between the number of training programmes attended by the respondents, and the degree to which they felt empowered thereafter. On the whole, the study reveals

that participation in self-help groups assists women better their socio-economic and educational status, enabling and strengthening their psychological well being and paving the way for political empowerment as well.

Key words: *Women's empowerment, Self-Help Groups, decision-making, leadership and empowerment*

INTRODUCTION

The Concept of Empowerment

The United Nations (2001) defines empowerment as the process by which women take control and ownership of their lives through an expansion of their choices.

Empowerment is a process of change by which individuals or groups gain the power and ability to take control of their lives. It involves access to resources, resulting in increased participation in decision-making and bargaining power, as well as increased control over benefits, resources and one's own life, increased self-confidence, self-esteem, self-respect and well being (Czuba, 1999; Rappaport, J, 1985).

Empowerment often addresses marginalized groups discriminated against on the basis of religion, race, ethnicity, disability, caste, gender and so on. "Marginalization is the powerlessness and exclusion experienced by a group, resulting from an inequality of control of resources and power structures" (Kenny, 1999) within society. To put it in Simple words, marginalization is excluding or systematically blocking a particular group and, thereby, denying its access to participate in social and political life.

Women, as a "category" or "group," have been relegated to the margins due to systemic and structural discrimination within society. Women, irrespective of their hierarchical status, ranking or background, face violence both in the private and public spheres. They are often denied their rights and their thoughts oppressed by the norms, culture and customs which act to exert social control over women in society.

It is, therefore, very important that women in society are empowered.

Empowerment is a core strategy that helps equip women adequately to deal with issues relating to feminism, such as women's rights and interests. Mahatma Gandhi stated that the position of women in society is an index of its civilization. "Train a man, and you train an individual, Train a woman, and you build a nation." SHGs are major resources of inspiration for women's welfare, and the very concept of a SHG is a strategy meant to empower women in society.

Empowering women to participate fully in economic life across all sectors is essential to build stronger economies, achieve internationally-agreed goals for development and sustainability, and improve the quality of life for women, men, families and communities.

Dimensions of women's empowerment

A) Economic empowerment

The dimension of women's empowerment was developed by Malhotra et al., 2002 and Basu, 2006. They argue that economic empowerment will be ensured when women have access to and control over productive resources, with some degree of financial autonomy.

According to the report - Status of Women, 2001 by the National Commission for Women (NCW), women in India work longer hours than men. The proportion of unpaid work to the total number of work is 51% for females when compared to males, at only 33%. The percentage clearly highlights glaring inequalities in pay and working hours. Thus, there is still a long journey ahead in the movement towards women's empowerment.

In rural regions, farm labour is the chief source of employment for women, but this particular form of employment does not meet all their needs. Indebtedness has become the hallmark of rural life. Women's participation in self-help groups helps them put aside, from their daily household expenses, a little money. Also, they are able to avail loans at lower interest rates. This has led to a change in the way society views, in general, these women.

B) Social empowerment

Constitutionally and legally, men and women are equal. In real

practice, however, women still find themselves relegated to a lower rung, when compared to men. The idea of social empowerment means that every woman ought to be given a place of honour in her own family and society, apart from being bestowed the right to enable her to make the best use of the resources available. It is largely women who are members of SHGs, saving money and investing it in SHG jobs, putting the money to good use as and when the need arises. As they get money in hand, they also gain an elevated status within the family, resulting in enhanced self-confidence, self-esteem and self-respect overall.

C) Political empowerment

The political element entails that women have the capability to analyze, organize and mobilize - for social transformation - the environs that surround them. Women also develop leadership qualities as they begin to participate in social pursuits, like problem solving, in their respective 'basti' (locality or village).

In 1991, the constitutional provision of 33% for all reserved seats for women - in Gram Panchayats in the country - came into being. In the beginning, very few women took part in the process of participation but the situation is changing rapidly. As a result of the advent of SHGs, women are able to discern what the outside world is like. Political participation has also helped women understand social processes and solve problems, apart from serving as a platform to exercise their rights and voice issues relating exclusively to women. Women have come to understand, through political participation, the processes involved in solving local problems. With the passage of time, their participation in the political process has recorded a marked increase. Through SHGs, they find opportunities to become leaders. In certain areas, local SHGs have managed to exert pressure in support of - or against - a particular political candidate in panchayat elections. SHGs have, consequently, played an important role in honing leadership skills in women in rural regions.

 Self-help groups, therefore, play a vital role in empowering women, especially in rural areas. They have been successful in strengthening the collective self-help resolve of these women. The rural poor, with

the intermediation of voluntary organizations, also come together through self-help groups to secure better economic growth. This has resulted in the formation of large numbers of SHGs in the country; and these SHGs have mobilized savings and recycled resources generated among its members. Keeping this in mind, the researcher has undertaken "A study on Women's Empowerment through Self-Help Groups in Central Tamil Nadu," with the following objectives.

METHODOLOGY

Objectives:

1. To study women's empowerment among members of self-help groups.

2. To understand the socio-economic characteristics of women in self-help groups.

3. To describe differences between variables like education, income and the type of training progammes attended by respondents and their empowerment thereafter, and establish whether a significant relationship exists between the number of training programmes attended and empowerment as a result of these.

Research Hypotheses

1. There is a significant difference among the respondents' varied educational qualifications, income and the type of training programmes attended with regard to their overall empowerment.

2. There is a significant relationship between the number of training programmes attended by the respondents and their empowerment overall thereafter.

Research Design

The present study probes into the prevailing socio-demographic conditions and tries to understand the various functions of self-help groups, as well as the different factors contributing to women's empowerment. The researcher has, consequently, used a descriptive research design for the present study.

Universe and Sampling

As far as the present study is concerned, the researcher has taken the central districts of Tamil Nadu - where a total of 58,961 self-help groups are in operation with 9,43,376 women enrolled in them, up to 31st March 2010 (Source: Tamil Nadu Corporation for Development of Women Ltd. [TNCDW], 2010) to comprises the universe. 315 samples were taken for the study using multi-stage sampling.

 According to C. R. Kothari (2004), multi-stage sampling is a further development of the principle of cluster sampling.

- At the first stage, the researcher selected 7 districts, from a total of 32, using simple random sampling (lottery method).

- At the second stage, the researcher used disproportionate stratified random sampling to select 45 groups from each district.

- At the third stage, from the total of 45 groups, one member from each was selected using simple random sampling method (lottery method); hence a total of 315 members constitute the sample size.

Tools of Data Collection

The researcher used the interview schedule method to collect data from the respondents. The data elicited the respondents' socio-demographic characteristics, the researcher having resorted to the use of a self-prepared questionnaire seeking details such as the following: personal information; economic conditions; social aspects; training attended; reasons for joining a SHG and its benefits; savings; and, finally, credit availed and loans (if any) obtained through SHGs. The empowerment tool / scale devised by Soundari M. Hilaria (2006) to measure the degree of women's empowerment was used for the study. The scale consists of five sub-scales that measure social, economic, political, educational and psychological empowerment. The reliability value of the scale is 783.

STATISTICAL ANALYSIS

The Statistical Package for Social Sciences (SPSS-17 version) was used to analyze the demographic   data collected and simple tables

prepared. One-way Analysis of Variance (Anova) was used to assess differences among the women in terms of empowerment, with particular reference to parameters such as income, educational qualifications, and the type of training programmes attended. Karl Pearson's coefficient of correlation was used to establish the relationship between the number of training programmes attended by the respondents and the degree to which they felt empowered as a consequence thereafter, overall.

Analysis and Major Findings of the Study:

Table 1: Socio-Economic Background

S. No	Socio-Economic Background	No.of Respondents (n:315)	Percentage
1	Age (in years)		
	Up to 25	32	10.2
	26-30	85	27.0
	31-35	51	16.2
	36-40	47	14.9
	41-45	48	15.2
	Above 46	52	16.5
2	Educational Status		
	Primary school	69	21.9
	Middle school	69	21.9
	High school	96	30.5
	Higher secondary	34	10.8
	College education	43	13.7
	Literate	4	1.3
3	Type of Family		
	Joint family	184	58.4
	Nuclear family	131	41.6

4	Monthly Income (In Rs.)		
	3000 to 5000	102	32.4
	5001 to 8000	96	30.5
	8001 to 10,000	58	18.4
	Above 10,000	59	18.7
7	Caste		
	Scheduled Caste	115	36.5
	Scheduled Tribes	25	7.9
	Backward Caste	62	19.7
	Most Backward Caste	113	35.9

Table 1 shows that majority (27%) of the respondents belong to the age group 26-30, 16.5% to the age group 46 and above, and 16.2% to the age group 31-35. With regard to educational status, it was found that 30.5% of respondents had received high school education. In terms of the type of family structure in force, the majority (58.4%) lived as part of joint family. In terms of income, most (32.4%) drew a monthly income between Rs 3000 to Rs 5000, with more than a third (37.5%) being coolies.

THE IMPACT OF SHGS

As far as the impact of SHGs is concerned, a vast majority (92.7%) of the respondents readily agreed that SHGs have helped them immensely in terms of personal development. With regard, specifically, to the impact of the training programmes conducted by SHGs and attended by the women, a majority (78.4%) declared that they found the said programmes most useful.

With reference to a need analysis of the training programmes offered, a majority (53.6%) stated that such an analysis had not been done by the respective implementing agency, while the remaining 46.3% declared that the reverse was true. Notwithstanding the fact that the need analysis for training had not been done, a good number of respondents attended the training. It is, therefore, essential that a need analysis be done, based on which training programmes are to be developed.

Economic Development:

A vast majority (90.8%) of the respondents had received loans from SHGs, so helping them escape the clutches of avaricious moneylenders. While the majority (74.6%) used these loans to repay outstanding debts incurred earlier to tide over an economic crisis, 14.9% had used them to deal with problems in the family. In terms of the role that SHGs had played in contributing to their economic development, a vast majority (91.7%) stated unequivocally that SHGs had helped greatly improve their economic standing. In terms of savings made, more than half (54.3%) of the respondents observed that they were able to save between Rs. 1001 and Rs. 3000. It was the considered opinion of the majority (71.4%) that SHGs had helped elevate their social status, while 16.2% asserted that SHGs had helped them better their economic standing. 8.6% agreed that SHGs had helped accelerate their involvement in public service, with the rest (3.8%) decalring that SHGs had helped them in every way possible.

Opinion on the Benefits of SHG Membership

A majority (88.3%) of the respondents stated that SHGs had helped change lives. More than half (65.4%) are aware of programmes specifically meant for the development of women, and again, more than half (63.2%) of all respondents fully aware of their rights as women.

Where self-confidence is concerned, 51.4% asserted that SHGs had helped improve their confidence levels greatly. In terms of the role that SHGs had played in their personal lives, a vast majority (88.3%) openly admitted that they were in a position to solve personal problems much more confidently once they had joined SHGs.

RESULTS

Table 2: One-Way Analysis of Variance among the Respondents' Varied Income with Regard to their Perceived Empowerment

Dimensions of Empowerment	df	SS	MS	Mean	Standard Deviation	Statistical Inference
Social Empowerment						
Between groups	3	450.444	150.148	G1=14.5392	4.66007	F =5.262
Within groups	311	8874.953	28.537	G2=16.1146	7.01858	P<0.05
				G3=14.5517	3.04454	Significant
				G4=17.6441	5.04040	
Economic Empowerment						
Between groups	3	119.353	39.784	G1=10.9216	4.12355	F = 3.228
Within groups	311	3832.901	12.324	G2=11.3021	3.36896	P<0.05
				G3=9.5862	3.30886	Significant
				G4=10.3390	2.66917	
Educational Empowerment						
Between groups	3	241.016	80.339	G1=13.5098	3.90162	F = 5.838
Within groups	311	4279.555	13.761	G2=12.0833	2.86785	P<0.05
				G3=11.1207	4.51927	Significant
				G4=12.9153	3.70595	
Political Empowerment						
Between groups	3	306.261	102.087	G1=16.4510	4.64295	F = 7.457
Within groups	311	4257.403	13.689	G2=18.6667	3.51438	P<0.05
				G3=18.4138	1.95596	Significant
				G4=18.4915	3.44600	
Psychological Empowerment						
Between groups	3	255.659	85.220	G1=14.7941	3.74520	F =7.733
Within groups	311	3427.186	11.020	G2=16.1042	2.56896	P<0.05
				G3=17.2069	3.67905	Significant
				G4=16.6102	3.24843	
Overall Empowerment						
Between groups	3	1700.603	566.868	G1=70.2157	15.32398	F = 3.681
Within groups	311	47898.368	154.014	G2=74.2708	11.65782	P<0.05
				G3=70.8793	8.79210	Significant
				G4=76.0000	10.87864	

G1 = Rs. 3000 - 5000, G2 = Rs. 5001 - 8000, G3 = Rs. 8001-10000, G4 = Above Rs. 10000

From Table 2, it is inferred that there are significant differences among all dimensions of empowerment and the income of the respondents. The mean score reveals that respondents who earn more than Rs.10,000 a month receive high scores in social, educational, political and overall empowerment dimensions.

Table 3: One-Way Analysis of Variance among the Respondents' Varied Educational Qualifications and their Perceived Empowerment

Dimensions of Empowerment	df	SS	MS	Mean	Standard Deviation	Statistical Inference
Social Empowerment						
Between groups	5	2030.012	406.002	G1=12.7246	4.70570	F = 17.196
Within groups	309	7295.384	23.610	G2=18.7246	5.96284	P<0.05
				G3=15.3958	3.91348	Significant
				G4=18.3824	6.42917	
				G5=12.8372	3.10859	
				G6=22.5000	7.00000	
Economic Empowerment						
Between groups	5	238.683	47.737	G1=11.3188	4.54873	F = 3.972
Within groups	309	3713.571	12.018	G2=11.5507	3.72012	P<0.05
				G3=9.8229	2.76442	Significant
				G4=11.3824	3.04526	
				G5=9.4884	2.65807	
				G6=12.2500	3.50000	
Educational Empowerment						
Between groups	5	65.878	13.176	G1=13.3188	3.98339	F =.914
Within groups	309	4454.694	14.416	G2=12.4638	3.69650	P>0.05
				G3=12.0833	3.86800	Not
				G4=12.6176	2.62868	significant
				G5=12.2558	4.28226	
				G6=12.5000	3.00000	
Political Empowerment						
Between groups	5	683.986	136.797	G1=17.0000	3.62994	F = 10.895
Within groups	309	3879.677	12.556	G2=17.3478	3.77229	P<0.05
				G3=17.2604	3.81202	Significant
				G4=21.7941	2.21263	

Dimensions of Empowerment	df	SS	MS	Mean	Standard Deviation	Statistical Inference
				G5=18.0233	3.34869	
				G6=21.5000	1.00000	
Psychological Empowerment						
Between groups	5	108.145	21.629	G1=16.9275	4.20196	F =1.870
Within groups	309	3574.699	11.569	G2=15.5362	3.16497	P>0.05
				G3=16.0104	3.26221	Not
				G4=16.0000	2.32249	significant
				G5=15.1395	3.44052	
				G6=15.2500	1.50000	

high among women with only a primary school education. Hence, the researcher is led to understand that educational qualifications do not play a vital role in improving psychological status.

Table 4: One-Way Analysis of Variance among the Respondents with Varied Types of Training Programmes Attended with Regard to their Perceived Empowerment

Dimensions of Empowerment	df	SS	MS	Mean	Standard Deviation	Statistical Inference
Social Empowerment						
Between groups	6	738.161	123.027	G1 = 14.5714	6.39940	F =4.413
Within groups	308	8587.236	27.881	G2 = 15.3840	4.74135	P<0.05
				G3 = 15.8175	5.98184	Significant
				G4 = 14.0741	4.74687	
				G5 = 21.6000	5.87732	
				G6 = 13.6000	1.14018	
				G7 = 12.5000	.84984	
Economic Empowerment						
Between groups	6	500.073	83.345	G1 = 9.0000	3.41565	F =7.436
Within groups	308	3452.181	11.208	G2 = 9.3760	2.83317	P<0.05
				G3 = 11.9048	3.92006	Significant
				G4 = 10.0370	3.28729	
				G5 = 12.7333	2.98727	
				G6 = 11.0000	3.39116	
				G7 = 11.3000	1.25167	
Educational Empowerment						
Between groups	6	473.202	78.867	G1 = 11.5714	1.98806	F = 6.002
Within groups	308	4047.369	13.141	G2 = 11.3840	3.74335	P<0.05

				G3 = 13.7063	3.38955	Significant
				G4 = 11.4074	3.82561	
				G5 = 12.8667	3.11372	
				G6 = 11.6000	1.81659	
				G7 = 15.5000	5.96750	
Political Empowerment						
Between groups	6	343.315	57.219	G1 = 15.5714	5.22357	F = 4.176
Within groups	308	4220.349	13.702	G2 = 17.7920	3.46246	P<0.05
				G3 = 17.3492	4.21676	Significant
				G4 = 18.1852	2.54252	
				G5 = 21.7333	1.75119	
				G6 = 20.2000	1.30384	
				G7 = 19.2000	3.79473	
Psychological Empowerment						
Between groups	6	100.894	16.816	G1 = 13.1429	2.85357	F = 1.446
Within groups	308	3581.951	11.630	G2 = 16.4320	3.40620	P<0.05
				G3 = 15.7143	3.70266	Significant
				G4 = 15.8519	2.49158	
				G5 = 15.6000	2.58567	
				G6 = 17.2000	2.94958	
				G7 = 15.9000	3.17805	

that the majority who had undergone self-employment training programmes have registered high scores in social, economic and overall empowerment dimensions.

Table 5: Karl Pearson's Coefficient of Correlation between Number of Training Programmes Attended by the Respondents and their Perceived Empowerment

S.No.	Variables	Correlation value	Statistical Inference
1	No. of training programmes attended and social empowerment	0.271	P<0.01 Highly significant
2	No. of training programmes attended and economic empowerment	0.159	P<0.01 Highly significant

3	No. of training programmes attended and educational empowerment	0.064	P>0.05 Not significant
4	No. of training programmes attended and political empowerment	0.272	P<0.01 Highly significant
5	No. of training programmes attended and psychological empowerment	(-)0.085	P>0.05 Not significant
6	No. of training programmes attended and overall empowerment	0.241	P<0.01 Highly significant

Table 5 makes it evident that there is a highly significant relationship at work between the number of training programmes attended by the respondents and their overall empowerment, whereas psychological empowerment does not have much to do with the number of programmes attended   that is, it is not significant. Hence, if the psychological aspects of well being can be comprehensively covered in training programmes, it will most certainly help women in SHGs overcome the day-to-day problems they face.

SUGGESTIONS BASED ON THE STUDY

- 53.6% of the respondents stated that a need analysis was not done prior to training. It is suggested, therefore, that it is to be made mandatory for a need analysis prior to the commencement of a training program, and that such programs be implemented based solely on the need analysis conducted.

- The study highlights the fact that 34.6% of all respondents are unaware of programmes conducted specifically for the development of women. It is suggested, therefore, that periodic awareness programmes be conducted by the government (and non-governmental agencies) to raise awareness among the

stakeholders concerned about the different schemes in operation, especially meant for women, such as the Moovalur Ramamirtham Ammaiyar Ninaivu Marriage Assistance Scheme, Anjugam Ammiar Ninaivu Inter-caste Marriage Assistance Scheme, Sivagami Ammaiyar Ninaivu Girl Child Protection Scheme, Dr Dharmambal Ammaiyar Ninaivu Widow Remarriage Assistance Scheme, Annai Theresa Ninaivu Marriage Assistance Scheme for Orphan Girls, and so on.

- 78.4% of the respondents do not attend training programmes of any sort. SHGs, therefore, should take steps to encourage these women to participate in various training programs.

IMPLICATIONS FOR SOCIAL WORK INTERVENTION

The empowerment of women is a key strategy towards the development of society as a whole. Although the concept is contentious, it can be effectively employed to work with individuals, families, groups, communities, organizations and institutions to enable them to gain control over their lives and the environment in which they find themselves.

Social work intervention techniques listed below - based on the present findings - and imperative to enhance the status of these women, may be put to good use:

- Social workers ought to use professional social work methods - such as social case work, social group work, social action and community organization - with women who constitute SHGs to enable them to fight injustice and fight for their own rights as well.

- Awareness programmes that benefit the community should be implemented among SHG women to help them understand the real purpose behind SHG programmes and widen their knowledge about the crucial importance of women's empowerment.

- Schools of social work can engage in collaborative efforts to create a nodal agency for designing, monitoring and evaluating assorted SHG programs carried out by different organizations.

- Social workers can carry out further research into aspects of women's development especially, to assess the degree of their empowerment in such dimensions as decision-making, leadership, quality of life, level of satisfaction, economic standing, and empowerment overall.

- Social workers should take the lead in activities to do with women's empowerment since they have invaluable knowledge in these areas.

- Social workers should do more to promote legal awareness programmes among women.

DISCUSSION & CONCLUSION

In the context of the present study, 88.3% of all respondents affirmed that self-help group programmes have made tremendous and phenomenal changes to their livelihood and, as a consequence, a vast majority are actively involved in social, cultural and political organizations. 92.7% maintained that SHGs had helped them in terms of personal development, with 91.7% declaring that SHGs had raised their economic standing. 75.9% asserted that they were able to access loans from the government, and 63.2% admitted to arriving at a better understanding of women's rights and women's development programmes. The present study also found that an individual with earnings of more than Rs 10,000 experiences greater empowerment in all dimensions. The government should, therefore, introduce larger numbers of income-generating programmes for members of SHGs.

More than half (65.4%) of all respondents are well aware of programmes specifically meant for women's development, and this is a positive sign that development is indeed headed in the right direction.

The majority (74.6%) of the respondents used loans - availed, in the first place, to resolve an economic crisis - to repay previous debts incurred (and outstanding until then): and this result is, most certainly, a positive development. 14.9% used loans availed to deal with problems arising in the family, a finding reported by Dasaratharamaiah (2003). 8.3% were using loans availed to deal with issues, still unresolved, in the family.

With regard to self-confidence, the majority (51.4%) agreed that SHGs had helped reinforce their self-confidence immensely, and this fact is supported by the findings of Sahu and Das (1991), Rani, Devi and Surendra (2001) and Radhika and Monhanasundari (2006). The researchers last-named observed that 36% of the respondents had developed greater levels of self-confidence after enlisting in SHGs. This is, again, a very good sign in so far as women's development is concerned. In terms of the role, overall, that SHGs had played in their lives, a vast majority (88.3%) admitted that they had been able to successfully resolve personal problems after having joined SHGs, an actuality supported by the findings of Shanmugam (2001).

The study also finds that while there exists a significant relationship between such dimensions as the social, economic, educational, political and overall empowerment of women and the number of training programmes attended, no such significant relationship exists between psychological empowerment and the number of training programmes attended. To examine the importance of education in terms of its impact on the development of the individual, the researcher studied the respondents' educational qualifications and empowerment - and found significant differences among various dimensions of empowerment (social, economic, political and empowerment overall) and educational qualifications. This is further supported by the findings of Nedumaran, Palanisami and Swaminathan (2001).

Women's empowerment is, indubitably, a prerequisite for creating a good nation. If women are empowered, their competencies will surely influence families and society. As a medium of social action, the SHG movement in India - through financial intermediation - may, in course of time, play an important role in eradicating poverty. Once SHGs become large and powerful democratic organizations with the passage of time, empowerment for their members and, eventually, democratic rights - will become an assured certainty. SHGs have proved that they can indeed be harbingers of change in the mindset of very conservative and traditionbound, illiterate women. If effectively deployed, self-help groups may help women experience a marked improvement in their

economic and social circumstances and, thereby, help reduce gender inequality in society.

LIMITATIONS OF THE STUDY

- Since the data was mustered from seven different districts, the researcher found it rather difficult to collect it, taking as long as about two hours to garner it from a single woman.

- Data was collected only from Tamil Nadu's central districts.

- The present study has restricted itself to an assessment of the status of women who constitute SHGs only in terms of empowerment, without going into a discussion on the actual problems faced by these women.

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EMPLOYEES' PERCEPTIONS TOWARDS EFFECTIVE HUMAN RESOURCE DEVELOPMENT PRACTICES IN THE HOTEL INDUSTRY IN CHENNAI

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ABSTRACT

This study was conducted among the employees of hotel industries in Chennai city to study their perceptions towards the effective human resource practices. The study was carried out among 100 employees by using questionnaire method. The study aimed to find out the existing human resource practices and the practices which will help the personal and professional growth of the employees.

INTRODUCTION

The role of human resources is changing as fast as technology and the global marketplace. Historically, the HR Department was viewed as an administrative overhead, processing payroll, handling benefits administration, keeping personnel files and other records, managing the hiring process, and providing administrative support to business. Those times have changed. A positive upshot of these changes is that HR professionals have the opportunity to play a more strategic role in business. The challenge for HR managers is to keep up-to-date with the latest HR innovations: technological, legal, and/or otherwise. "It is, indubitably, singular human resource development practices that make the very notion of human resource development at once commendable and productive. Simple and focused HRD contribute more than any other to a product in terms of both quality and quantity: and their impact   is reflected on the employee too. In short the best HRD practices are those that create a value-based, culturally strong and empowered organization where distances are notional. Human resource development deals with creating conduct/behaviour/attitudes that enable people to get the best out of themselves and their lives.

STRATEGIC HUMAN RESOURCE DEVELOPMENT

Strategy, according to Johnson and Scholes (1993), "is the direction and scope of an organization over the long term, which matches its resources to the changing environment and in particular its markets, customers or clients so as to meet stakeholder expectations." Beer and Spector (1989) stated that "Strategic Human Resource Development can be viewed as a proactive system-wide intervention, with is linked to strategic planning and cultural change. This contrasts with the traditional view of training and development as consisting of reactive, piece meal interventions in response to specific problems. Human Resource Development can only be strategic if it is incorporated into the overall corporate business strategy. It is in this way that Human Resource Development function attains the status it needs to survive and to have a long-term impact on overall business, competitive and technological pressures." Strategic human resource development enables an organization to respond to challenges and opportunities through identification and delivery of human resource development interventions. It also makes it possible for individuals, supervisors, line managers and top managers to be informed of their roles and so participate effectually in human resource development delivery - for management to have operational guidelines explaining the reasons for investment in human resource development; a positive public relations awareness initiative for new and potential employees to appreciate that deficiencies in skills will be provided for; policies that relate HRD functions to other operating functions; information disseminated which explains training, education, development and learning and, finally, training/education, development and learning opportunities to have coordinated roles within a systematic process.

STATEMENT OF THE PROBLEM

The world faces two major challenges in terms of development. The first is to ensure that the fruits of development reach the neediest through an equitable distribution of resources, opportunities and benefits. The second is to develop human capabilities and address changes in political, economic and social developments. The few

countries that have been able to meet both these challenges have demonstrated the importance of investing in developing people and improving the quality of life through the adoption of human resource development strategies. The concept of human resource development assumes immense importance as it plays a vital role in meeting the changing requirements of highly-skilled and competent human resources, thanks in no small measure to the pressures brought to bear by globalization.

The best practices in HR are subjective and transitory. What is best for one company may not necessarily be the best for another. What was best last month may not be the best today. The concept of "best" is highly subjective and non-specific. The best practices are not a set of discrete actions but, rather, a cohesive and holistic approach to organizational management. At a national level, human resource development aims at ensuring that people in a country live longer, live happier, free of disease and hunger, have sufficient skill-based training to earn their own livelihood and ensure their well being and, finally, have a sense of belonging and pride through participation in determining their own destinies. The promotion of the wellbeing of individuals, families and societies provides a human resource agenda for all countries the world over. The business world witnesses changes and challenges every minute, quite unlike the way in which HRD functions in most companies. Since the future and success of any organization depends upon its dynamic and skilled personnel, it is, consequently, critical to be cognizant of and apply the best human resource development practices. Thus the researcher decided to study employees' perceptions towards the effectiveness of HRD practices in Chennai's hotel industries.

NEED FOR AND IMPORTANCE OF THE STUDY

India is a very big country with people of different and diverse backgrounds. Any organization will, of necessity, comprise people drawn from various parts of the country. The time-honoured value system of India's people is rapidly changing, thanks to instantaneous changes in conditions obtaining in the educational system, the

unchecked rise of technology and slick marketing. An utter lack of humanity and fellow feeling have found a place in contemporary society today as a direct upshot of exaggerated aspirations and unrealistic ambitions, characteristic of most people living today. Society today expects organizations to deal seamlessly with the challenges imposed by changing demands; and the mounting expectations of clients require that employees constantly undertake new tasks and challenges and equip themselves adequately to respond to environmental changes. Likewise, certain organizations have reached saturation point in terms of growth, with the result that employees have begun stagnating due to lack of suitable opportunities for growth. The concept of human resource development practices is multidimensional. It is about building up the people, place and organization. Real development occurs within an organization only where there is scope for the development of its own personnel. No organization anywhere can hope to expand and diversify without applying the most progressive HRD practices, and there are as many HRD practices in the world as there are corporations. What is it, then, that makes a company uniquely successful? The answer, quite simply, lies in its noteworthy HRD practices. This study, therefore, is most important in the current scenario.

OBJECTIVES OF THE RESEARCH

- To be familiar with personal data of the respondents
- To study existing human resource development practices
- To understand how HRD practices can offer personal and professional enhancement

RESEARCH METHODOLOGY

Research design is planning a strategy for conducting research, and the one adopted in this study is "descriptive research design." The major goal of descriptive research is to describe events, phenomena and situations. In this study describing human resource development practices, descriptive research design has been found most suitable. Since the study is about HRD practices that play a key role in

organizational growth and success, the researcher developed an appropriate tool in the form of a structured questionnaire method. The choice of a questionnaire was made taking into account the convenience factor, particularly for those respondents with an especially busy work schedule. The questionnaire comprised a total of 44 questions on five major components including a personal profile, HRD in general, recruitment and selection, induction, training and development, performance appraisal, career progression, communication and decision-making, reward and recognition, recreation for employees, employee retention and suggestions/measures for improvement. The researcher embarked on a pilot study at the organization to ascertain the feasibility of the research i.e. the availability of the respondents and the time at their disposal. The researcher pre-tested the questionnaire in the field with 10 respondents, made the necessary changes and modified it accordingly. Sampling, a device for learning about the masses by surveying a few individuals, was resorted to. The researcher adopted multi-stage sampling, with100 being the sample size taken for the purpose of the study, and chiefly used primary data collected from the respondents, obtained through the administration of the questionnaire. Secondary sources of data included books, journals, magazines and related websites. The data collected was analyzed using the Statistical Package for Social Sciences (SPSS).

RESULTS AND DISCUSSION

Globally, the economic landscape of the 21st century has become volatile and unstable: consequently, firms must continue to reinvent themselves in order to maintain their competitive edge. The rapid rise in current knowledge work systems, as well as reduced product life cycle time; workforce diversity; and the emergence of flatter, leaner and more participative organizations have put a priority on human capital as the major strategic asset of organizations striving for a sustainable, competitive advantage (Akinyemi, 2007; Becker, Huselid, & Ulrich, 2001; Kearns, 2004; Mercer, 2003; Pfeffer, 1998; Torraco & Swanson, 1996; Ulrich, 1998, and Wright, 1999).

Table-1
Distribution of Respondents by Age

S. No.	Age	No. of Respondents	Percentage
1	Below 25	14	14
2	26 – 35	58	58
3	36 – 45	22	22
4	46 & above	6	6
	Total	100	100

The above table describes the distribution of respondents by age. A majority of the respondents (58%) in this study were found to be below the age group 25- 35 years, primarily because hotel industries recruit young people, given the nature of the work involved. Of the respondents, 72% were male, the gender preferred both for the nature of work and the demands of the job profiles required in this particular sector.

Table - 2

Distribution of Respondents by Total Years of Experience

S. No.	Total Years of Experience	No. of Respondents	Percentage
1	Below 5 Years	74	74
2	6-10 Years	22	22
3	11-15 Years	4	4
	TOTAL	100	100

Table 2 illustrates the distribution of respondents by years of experience. Majority (74%) of the respondents had below 5 years of experience hence it is evident that the study was conducted among the respondents who are in the early stage of career. It is also understood that all employees covered in this study drew, on an average, more than Rs 10, 000 a month. This is because all employees are well educated and have considerable experience. The management, consequently, prepared to pay them well.

Table - 3

Distribution of Respondents by Satisfaction with Existing HRD Practices

S. No.	Satisfaction with Existing HRDPractices	No.of Respondents	Percentage
1	Yes	79	79
2	No	21	21
	Total	100	100

The above table 3 reveals the distribution of respondents by satisfaction with existing Human Resource Development Practices. Majority (79 percent) of the respondents are satisfied with existing Human Resource Development Practices.

Table - 4

Distribution of Respondents by Type of HRD Practices

S. No.	Type of the HRD Practices	No. of respondents	Percentage
1	Informal	40	40
2	Formal	46	46
3	Both	14	14
	Total	100	100

Table 4 explains the distribution of respondents by the type of Human Resource Development Practices prevalent in the organization. Nearly half of the respondents (46 percent) said that the existing Human Resource Development practice in the organization is formal. This is because most employees favour HRD practices since they play a vital role in the growth and development of the organization concerned.

Table 5

Distribution of Respondents by various methods of Identification

of HRD Practices for implementation

S. No.	Methods of Identification of HRD Practices	Number of Respondents	Percentage
1	Employee Satisfaction Survey	66	66
2	Creative Ideas	8	8
3	Discussion With The Senior Management	22	22
4	Peers	2	2
5	From Other Organizations	2	2
	Total	**100**	**100**

The above table 5 shows the distribution of respondents by methods of identifying the Human Resource Development Practices. Majority (66 percent) of the respondents felt that the identification and implementation of the Human Resource Development Practices through Employee Satisfaction Survey in the organization. Very meager percentage (2 percent) of respondents opined as peers and other organizations.

Table - 6

Distribution of Respondents by Training Need Analysis

S. No.	Training Need Analysis	No. of Respondents	Percentage
1	Employee Performance	50	50
2	Performance Counselling	18	18
3	Skill Matrix	26	26
4	Need Based	6	6
	Total	**100**	**100**

The above table 6 reveals the distribution of respondents by training

need analysis. Half of the respondents (50 percent) felt that the training need is analyzed through employee performance in the organization.

Table 7

Distribution of Respondents by Rewards and Recognition

S. No.	Rewards and Recognition	No. of Respondents	Percentage
1	Performance	80	80
2	Mile Stones (Target Achieved)	4	4
3	Birth Day	12	12
4	Length 0f Service	2	2
5	Marriage	2	2
	Total	**100**	**100**

The above table 7 reveals the distribution of respondents by reward and recognition. Most (80 percent) of the respondents' stated that only performance brings rewards and recognition

Table - 8

Respondents on Satisfaction with current appraisal system

Yes		No
54%		**46%**
360 degree performance appraisal system	**others**	
43%	**57%**	

From the table 8, it is found that 54 percent of the respondents are satisfied with the current appraisal system**.** 43 percent of the respondents said that 360 degree performance method is used in the organization and most of the respondents felt that the employee evaluation is done in a fair manner. Majority (72 percent) of the respondents felt that the present Human Resource Development Practices encourage the employee in their career growth to some extent.

SUGGESTIONS

- 42 percent of respondents said that the induction programme is formal and the duration of the induction programme was just less than a week, the duration of induction programme can be increased so as to give any fresher a full fledged experience for better confidence and higher productivity.

- It is suggested that effective HRD practices be put in place so as to actively encourage employees to grow in their respective careers.

- As far as internal communication is concerned, 54% felt that it was barely satisfactory, calling for improvement in certain areas so as to enhance effectiveness.

- 78% of the respondents had stated that employee participation was minimalist and only encouraged sporadically, the organization could encourage employees to contribute ideas and suggestions through a host of proactive, employee-centered programmes.

- The most effective, current, and the best HRD practices could be put in place in the organization while concurrently generating more awareness on prevalent practices.

CONCLUSION

An attempt has been made in this study to examine HRD practices in the hotel industry sector in Chennai, focusing on dimensions like recruitment and selection, induction, training and development, performance appraisal, career progression, communication and decision making, rewards and recognition, recreation for employees, and employee retention. The study has been undertaken to understand existing perceptions and the prominence of HRD practices in fulfilling organizational goals. In general, HRD practices in Chennai's hotel industry sector could be conclusively described as one that is proactive, realistic and welcoming, particularly towards meeting the needs, values and feelings of its employees. Though there is an urgent need to introduce more effective human resource development practices, the

existing ones serve as key practices bringing in desired organizational growth and better results. Thus it is these, the best HRD practices that work constructively towards the successful attainment of personal and organizational vision and objectives. It is hoped this study will be useful in providing first-hand knowledge in HRD practices in Chennai's hotel industry sector, and in determining how effectively the said practices contribute to growth and development. It is not the mere existence of current human resource development practices that make an organization visible, but the best practices, applied constantly, that bring great glory, high employee satisfaction, and good profits.

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I AM MALALA A BOOK REFLECTION

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I am Malala by Malala Yousafzai. Published by Weidenfeld & Nicolson, Manipal, 2013

"If you want something said, ask a man; if you want something done, ask a woman," said Margaret Thatcher, former Prime Minister of the United Kingdom. A woman is such a being. Though her status was once trod on by a society full of male chauvinists, she has withstood every problem she has had to encounter, breaking stigmas and stereotypes to attain a position in society equal to the opposite gender. But this is just the creamy layer that we see. It is a source of remorse to contemplate on the fact that women and girls in various countries lack basic human rights. Somalia, the Niger, Liberia, Mali, and Burkina Faso are the top five countries that encourage education for females, with Pakistan standing in the 7th place with 62% of illiterate women, according to the World Inequality Database in Education, WIDE. When someone asks social scientists how to end global poverty, the only answer that they hear is "Educate girls!" When this happens, one watches a community change: its per capita income shoots up, infant mortality goes down, the rate of economic growth increases, with a concomitant fall in the the rate of HIV/AIDS infections, and child marriage and child labour becoming increasingly less common. According to the World Bank's statistics, if Kenya's illiterate girls are educated, the country's economy will be boosted by $27 billion in the course of a lifetime. Regardless of whether or not an emerging nation concedes that it is indeed so, there is no gain saying the fact that its girls are its greatest resource.

Whether an emerging nation finds it legitimate or not, its girls are its greatest resource. Educating girls, as economist Lawrence Summers once said, " ... may be the single highest-return investment available in the developing world."

Eleanor Roosevelt famously declared, "A woman is like a tea bag - you can't tell how strong she is until you put her in hot water." Malala Yousafzai, aptly, was an outcome of such a revolution. Born of an

ambitious father and an illiterate mother, Malala was one of the few girls celebrated by her Pakistani family. She grew up in her father's school, had read Stephen Hawking's "A Brief History of Time" by age 11, and has been known to speak as powerfully and eloquently as her father.

The autobiography, **I am Malala,** could perhaps be considered one of a kind: both as an account of an extraordinary person's exceptional life, and for its writer having had the personal privilege of such a book being published at the tender age of 16.

This book is penned by Malala Yousafzai with distinguished British correspondent, Christina Lamb **I am Malala** is a packed 293-page, 5-parts, 24-chapters book with a few enclosures, suffused with a girl's single-minded love for education and its indubitable power to touch the soul.

It surprises everybody that a buyer can walk into a bookstore and walk out without picking the book up, leaving it languishing behind on the shelves. Malala's picture on the cover could be likened to that of the Mona Lisa, but of the 21st century, her pretty eyes embodying the hopes and dreams of her people, if indeed it is agreed that eyes say more than mere words do. The initial chapters of the book describe the culture, tradition and lifestyle true of today's Pakistan. One would utterly fail to associate the face of Pakistan with bomb blasts, terrorism or religious fanaticism, as one reads about the breathtaking features of the Swat Valley, so beautiful that it is referred to as the "Kingdom of Mountains" or the "Switzerland of the East."**I Am Malala** is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and to attend school. **I Am Malala exhorts** you to believe in the power of one person's voice to inspire change in the world. The book, adapted into the movie **"He Named Me Malala,"** grabbed widespread attention.

Malala was born in 1997 of parents who hailed from Shangla, a remote part of Pakistan. After their marriage, they moved to the small town of Mingora in the Swat Valley district, just a hundred miles from Afghanistan. Malala's birth was not a cause for celebration, mostly

because she was a girl and also because the family was extremely poor and, consequently,unable to afford a big feast. Her father, Ziauddin, named her Malala - meaning grief-stricken - after a courageous woman who led the troops in battle against the British in 1880. Her mother, Toor Pekai, was illiterate but her father was a great speaker, deeply involved in environmental, social and political causes in and around the region. He was a debater during his stint at university and a head member of the students' union. He went on to become a teacher and decided to open schools with his friends and business partners. Contrary to the established practice of the time in the region's schools, Ziauddin built a school for both boys and girls at a time when education only for boys was encouraged and girls urged to stay home. The most forceful character in the book is Ziauddin, who shaped and helped Malala do as she desired with the independence and personal freedom accorded to her, notwithstanding the social restrictions practised in Pakistani society. The way he reared his children and treated his wife was far removed from the usual practices adopted by men in the Valley. Love and peace prevailed in the family. Talibanisation could be dealt a death blow today if families in the Swat Valley were headed by someone of Ziauddin's ilk.

The arrival of the Taliban in 2004 brought dramatic changes to the region. The Taliban set up radio broadcasts telling people to burn their books, CDs and DVDs, keep the girls away from school and, chiefly, to return to the old ways of Islam. The people of the region fell under the Taliban's spell because they came at a time when Pakistan had been very badly affected by a major earthquake, devastating floods and sundry natural disasters attributed to the wrath of God. Malala speaks of the Taliban in these lines, "Moniba and I had been reading the Twilight books and it seemed to us that the Taliban arrived in the night just like vampires. They appeared in groups, armed with knives and Kalashnikovs. These were strange-looking men with long, straggly hair and beards and camouflage vests over their shalwar kamiz, which they wore with the trousers well above the ankle. They had jogging shoes or cheap plastic sandals on their feet, and sometimes stockings over their heads with holes for their eyes, and they blew their noses dirtily into the ends of their turbans."

Abdul Hai Kakar, a Peshwar-based BBC radio correspondent, was searching for a "female teacher or a schoolgirl to write a diary about life under the **Taliban**." The first girl chosen for the purpose was forbidden by her parents to do so. When Malala heard her father discuss the issue, she immediately volunteered to take up the perilous assignment. She arranged for a series of weekly telephone conversations with Hai Kakar, for about 30-45 minutes each, in Urdu. Hai Kakar would write up their conversations thereafter, and they would be published in the BBC's Urdu website once a week. Malala refers to Anne Frank's book and her experience of hiding from the Nazis in Holland as a "very powerful record" and tells readers that one must derive inspiration from one's own diary. Hai Kakar suggested the pseudonym Gul Makai - meaning 'cornflower'- to protect Malala's identity, and it is the name of the heroine in a Pashtun folk story. Soon, many people started following her blog, opening a new dimension in her life.

In her view, the "Taliban is against education because they think that when a child reads a book or learns English or studies science, he or she will become Westernized." Yet, as she rightly points out, " ... education is neither Eastern nor Western, it is human." Her public stature increased, as did the Taliban terrorists' rage at her candour.

All the publicity from her speaking engagements had attracted the attention of the Taliban and resulted in death threats from them, putting Malala and her father at great risk, with their very lives in jeopardy. As a result, Malala no longer walked anywhere alone. She rode a rickshaw to school and took a bus home from school, though she really preferred walking to school and back. Notwithstanding the threats,, she continued to attend class every day, right until the day she was shot. Malala's quiet confidence in the Taliban's apparent unwillingness to hurt young girls ended when a Colt .45 was aimed at her and her two friends at midday on 9th October 2012. The fallout of the incident and her life thereafter is now the stuff of legend.

The bullet that shot Malala went through her left eye socket and out under her left shoulder. She was taken immediately to the nearest

hospital, but quickly transported by helicopter to one with better facilities. On 15th October, Malala was flown to the Queen Elizabeth Hospital in Birmingham, England, so she could get the extensive treatment she needed. She then said, "I come from a country that was created at midnight. When I almost died, it was just after midday."

"The assassination plot turned out to be a tactical error. I realized what the **Taliban** had done," Malala writes, "was to make my campaign global." The Pakistani government condemned the **Taliban** for the attack, and launched a manhunt for her attackers. Malala has since won many awards, addressed the United Nations, and been nominated for a Nobel Peace Prize. Every year, November 10 is celebrated the world over as "Malala Day." While traveling to a conference in 2011, Malala saw a young girl selling oranges and keeping track of what she sold by making marks on a piece of paper, since she could neither read nor write. "I took a photo of her and vowed I would do everything in my power to help educate girls just like her," Malala declared.

In the West, it is very rare to see a girl being denied an education. But that is not necessarily the case elsewhere, especially in countries such as Pakistan. Malala and her story are symbolic of the freedom education brings in its wake, and the book delivers such a message to the world.

George Washington University and the Global Women's Institute have collaborated to develop a university-level curriculum based on **I am Malala** to work across sundry academic disciplines. The tools focus on themes such as the following: how education empowers women, global feminism, political extremism and youth advocacy. One of the goals of the program is to encourage college students and, eventually, high school students - to get involved, to facilitate dialogue among various groups, and to influence public opinion about access to education and women's rights.

We cannot just ignore this book or Malala's struggle because inequality and illiteracy still persist in our country, with a global rank of 26, and the average years of education for the poorest 17-22-year-old females being only 2.9 years. When a fourteen-year-old girl can voice her

opinion against a fearsome power like the Taliban, surely we, as Indian citizens, can do much better, with democracy being arguably the greatest gift conferred upon each of us.

Terrorism is doubtless a great threat to the world, yet we are made to also understand that Islam offers equal protection to women and uphold their rights when we come across statements such as these ... The Quran says we should seek knowledge, study hard and learn the mysteries of our world ..... Or ...... The Holy Quran clearly says it is wrong to kill .... Freedom is offered to men and women alike, brought alive with sensitivity in lines that read thus ... we learned that the first wife of the Prophet was a businesswoman called Khadijah. She was forty, fifteen years older than him, and she had been married before, yet he still married her . Despite these hard facts, it is inexplicable that the Taliban seek to impose a culture so against the tenets upheld in the Quran, and all in the name of Islam.

The world is developing at a pace that boggles the imagination, on all fronts, including education. When terrorists or antigovernmental forces act against education, it is inconceivable for the nations of the world to refrain from reining in these elements. The United Nations has adopted Millennium Development Goals, with goal 2 - the achievement of universal primary education - being of special significance in a country like Pakistan where 5.1 million children have not yet been enrolled in primary education. The voice of Malala, however, has helped bring this issue into the world's focus.

The real problem started when the Russians invaded Afghanistan in 1979 and the United States and Britain offered their support to uproot the red Communist army from Afghanistan, the point at which the Talib became the formidable force that came to be known as the Taliban. That was when Osama Bin Laden, a multimillionaire from Saudi Arabia, stepped into the Taliban as a volunteer. A question that arises at this stage, as one contemplates the Western idea of democratisation, is how invading other nations could possibly be termed a march towards the democratic process. Do these nations tacitly acknowledge that en masse killings, massacres or wars are a democratic way of resolving

disputes among neighboring nations? It is also scary to think of the status quo of Republican India, given these instances of unwarranted intrusion, as the Indian constitution is enshrined with provisions similar to those of Western democratic countries.

"Children in refugee camps were even given school textbooks produced by an American university, which taught basic arithmetic through fighting. They had examples like, 'If, out of 10 Russian infidels, 5 are killed by one Muslim, 5 would be left' or '15 bullets 10 bullets = 5 bullets.'"

What is America's real motive in this war: to help raise a generation of children who resent neighbouring nations, or to actively encourage the emergence of anti-national, insurgents?

Everyone ought to read this book as it narrates both contemporary history as well as a single girl's uphill struggle for education - not only for herself, but for the entire community Issues staring the whole community in the face would have died a natural death had Malala not chosen to raise her voice and face certain death by speaking up - rather than opt to keep silent and stay safe - as she addressed the UN at New York.

This points to the role and responsibilities of fellow citizens in resolving problems faced by the general public. She has also proved the truth of the words of her own countryman, Mohammed Ali Jinnah, that there is a third power stronger than the sword and pen, which is that of women. Malala and her father have together created the Malala Fund that supports education for women, working alongside the Global Partnership for Education to help other children - especially girls - of other nations who have been deprived their basic right to education.

I am Malala is a compelling read of a remarkable young woman and a hero for women's right to a quality education. It is a book that teens and adults will find meaningful. It certainly will make readers a lot more thankful for the educational opportunities we are afforded in this country.

 "Honour your daughters. They are honourable." Malala Yousafzai