



**JOURNAL  
OF  
INDIAN RESEARCH**



*Mewar University*  

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*Knowledge to Wisdom*

*Mewar University*

# **Journal of Indian Research**

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### ***Contact Us***

Editor, Journal of Indian Research

Mewar University

Sector-4C, Vasundhara, Delhi-Gzb. Link Road, Ghaziabad-201012 (U.P.)

Phone : 0120-4758300

E-mail: [jir@mewaruniversity.org](mailto:jir@mewaruniversity.org), Website : <http://mujournal.mewaruniversity.org>

### ***Contact Number of Mewar University :***

**Phone** : 01471-285451/52, **Fax** : 01471-285458

### ***Abstracts and Indexing***

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## CHAIRPERSON'S MESSAGE

The tide of technology is irreversible. When the pandemic hit the world with its ferocity, it took less than a month to decode the genome sequence of the Covid-19 virus. The artificial intelligence helped to identify the proteins to which the genes decode and thence the likely drugs to deactivate the mechanism. Unlike 1918 flu, even after two waves have passed globally, the figure of mortality is a quarter million, spread through a year. Within a year, dozens of vaccines are vying to compete and eradicate any strain of the Covid-19 or its mutant variants. The mankind has been saved from an imminent disaster. It is the hard work of scientists, doctors, health policy practitioners that such a coordinated response has minimized the dangerous threat.

This year also saw three space missions to Mars. The rockets from the UAE, China and the USA have simultaneously arrived in the orbit of the Mars. NASA's Perseverance rovers has landed on the surface and has sent beautiful images as well as the first sound ever recorded by mankind on the surface of the Mars. NASA expedition will focus on presence of bioforms on the Martian surface. China's Tianwen-1 mission consists of an orbiter, lander and rover. The rovers will attempt to land on the surface of the southern region of *Utopia Planitia* area in May –June.

The year also saw the spread of 5G technology in telecom communication. The 3G and 4G technologies enabled the world to browse the internet, use data driven services, increased bandwidths for live-streaming; 5G services will bring a major perspectival shift. Augmented and Virtual reality (AV & VR) will become common place. The 3-D videos and their live-streaming will become a reality. Cloud based gaming services like Google Stadia, NVidia, GeForce Now will become another virtual space for leisure of the people. The smart grid control and smart retail customized to the consumer's needs will become a reality. By the end of the year 2021, thirty countries are expected to roll out 5 G services.

It is the power of technology that is making lives easier to live, prolonging the life span, augmenting the happiness and fulfilling the growing appetite for learning from the unknown terrains. Innovative technologies cannot thrive in a culture of risk-averse studies and the regimented university curricula. Flexibility to explore and integrate different disciplines ought to be introduced in Indian universities. Multidisciplinarity should be the basic framework for pursuit of higher studies.

Mewar University undertook this approach and the Journal of Indian Research is a step in the direction. We are facing constrains of resources and dwindling inflow of papers as pandemic might have squeezed out the zeal of researchers in many streams.

Without inflow of quality papers, it becomes difficult to sustain the regular periodic publication. I would complement the team of the Journal of Indian Research for their perseverance in such trying times.

I wish the scholars contribute their papers and we could together tend to the timely publication of the journal.



**Dr. Ashok Kumar Gadiya**  
Chairperson, Mewar University

Japan has appointed Tetsushi Sakamoto as the “Minister of Loneliness” to try and reduce loneliness and social isolation among Japanese people and to stem the tide of rising suicide rates in the wake of lockdown measures. Tetsushi Sakamoto also oversees the issue of declining fertility and low dynamism in the Japanese society.

The pandemic lockdown measures have further deepened the crisis, particularly for the older people and the small children.

Loneliness broods unhappiness. Rare are those virtuous sages who derive delight in loneliness. But, then, they also come down in the society and form congregations to share the visionary gems they claim to have discovered during the lonely ruminations. In Tibet, a particular retreat for the monks and nuns are highly regarded. It is a three year and three fortnight retreat. In these 1125 days, they have to maintain minimum contact with the outside world and have to live in small caves or cubicles.

Ours is a lonely planet. We have been looking into the sky and amidst stars to find co-inhabitants of the universe. Till now, we have been unsuccessful. Our forefathers postulated about the heavens and the hells, the gods and the nagas, then even hierarchy of the unseen world to cater to our urge to be gregarious. The latest Mars mission of NASA, Perseverance rovers will attempt to trace the signs of any life on the planet. We are not going to be satisfied with finding merely the signs of life. Our quest will continue to seek out the intelligent alien civilization. Based upon the famous Frank Drake’s thesis on seven factors to find intelligent life, the scientists have calculated and published the research paper claiming that 36 intelligence civilizations may exist right now in the Milky Way galaxy. Tom Westby and Christopher Conselice, in their paper, “*The Astrobiological Copernican Weak and Strong Limits for Intelligent Life*” (*The Astrophysical Journal*, Vol. 896, No.1, June 2020) assuming for the Astrobiological Copernican Strong Condition — that intelligent life *must form* between 4.5 billion and 5.5 billion years after an Earth-like planet forms in an Earth-like orbit around a Sun-like star, have, though underestimated. If this strong condition is relaxed a bit, thousands of civilizations are possible in our own Milky Way galaxy alone.

Mankind is not going to remain cocooned in the lonely home. Exploration is part of our ontological drive. Thus, it becomes of paramount significance to channelize this urge towards meaningful life. Japan has realized how loneliness when left unattended can drag down any dynamic society. India found the solution of driving loneliness towards spiritual goal. But, with the burgeoning population, we are facing challenges that complicates the crisis. Shaila Verghese and Manoj Verghese, in their paper have discussed the case studies of the street children, of their abuse, of their mental maladjustment, of their loneliness. Dipankar Das *et al.* has then contributed a paper on measuring Happiness among teachers in West Bengal educational institutions.

We are publishing a book review on a voluminous commentary on *Hanuman Chalisa* by Pawan Kumar Mishra. The book is an interesting read and a guide to the seekers fatigued by loneliness.

Let us build the bridges of thoughts and understanding and drive this urge to find new territories, new companions in the physical as well as mental space.

**Niraj Kumar**  
Honorary Editor



# A SYSTEMATIC REVIEW OF CHILDREN IN NEED OF CARE AND PROTECTION THROUGH CASE STUDIES

*Shaila M Varghese\**

*Manoj Varghese\*\**

## ABSTRACT

*The Government is bound to ensure the health, education, non-engagement of children as labour and non-exploitation of juveniles. Several rules and regulations have been framed to safeguard the child rights through Juvenile Justice Boards (JJB) and Child Welfare Committees (CWC). The JJBs make sure that no juveniles in conflict with the law are imparted injustice and the CWCs facilitate the well-being of child victims. The recently adopted Juvenile Justice Amendment Act 2015 provides provision for stern action against the perpetrators of crime against children below the age group of eighteen. However, despite the existence of many legal provisions, the vulnerability of children in different dimensions cannot be undermined. Adoption provides a means for ensuring right to family for an orphan, abandoned and surrendered child. This paper attempts to reflect upon over a dozen cases out of the 120 children received in one of the adoption agency in Delhi during the span of three years. The case studies reflect upon the ignorance of parents' and duties towards their wards. Most of them abandoned their children owing to their financial crisis, shedding away their responsibility, for having physically or mentally challenged children, children born out of wedlock, being a girl child or pregnancy due to rape etc. Accordingly, the minor children deprived of a normal development, become prone to sexual abuse, early pregnancy, drug abuse, bringing shame to the society. This study helps to locate the status of a child in development ladder of Indian economy and shows how the disparity in development indicators actually accelerates the nature of exclusive development. Delay in child adoption is one of the major factors that deprive children from healthy development and being associated with a needy family.*

**Keywords:** Abandoned, adoption, care, Child Rights, Juveniles, protection, Specialized adoption agency.

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\* **Shaila M Varghese** is a former Member, Child Welfare Committee (CWC)-V, a Bench of Magistrates, Dilshad Garden New Delhi.

\*\* **Manoj Varghese** is a Social Behaviour Change Communication (SBCC) Specialist. He is also a Science Communicator. He works at the CSIR-National Institute of Science Communication and Information Resources, Dr. K.S. Krishnan Marg, New Delhi-110012, India.

## INTRODUCTION

Adoption is prevalent in our society from time immortal. We know about the story of Lord Krishna in Mahabharata and the story of Moses in Bible, where both of them were brought up by their foster mothers. At that time there were no laws or regulation for adoption. Keeping the present Child Rights in view, the provision for the families to adopt an orphan or abandoned or surrendered child was made. It was a win-win situation for both the parents and the children to set up a family life, which otherwise was lacking in their lives. The concept of adoption is considered to be a good means to restore the family life to a child deprived of his or her biological family and simultaneously a hope for the parents otherwise deprived of a biological child. In India, the concept of adoption is not applicable to religious communities like Muslims, Parsis and Christians. For them, *Guardians and Wards Act, 1890* is applicable and the child does not fall in the category of an adopted child. Under this, a child who turns 21 years remains no longer a ward, but obtains an individual identity. When it comes to the orphan, abandoned and surrendered children, these aforesaid enactments remain silent. As such there is no codified legislation for the adoption of children in these categories.

In order to consider all these categories, a laudable attempt was made under the Juvenile Justice (Care and Protection of Children) Act 2000. The enactment allows secular adoption of the child irrespective of his or her religious background. The enactment has given the right to all citizens to adopt and all children to be adopted. There are two legislations in particular that deal with the adoption of a child; *The Hindu Adoption and Maintenance Acts, 1956* and *The Juvenile Justice (Care and Protection of Children) Act, 2015*. Adoption is resorted for ensuring right to family for the orphan, abandoned and surrendered children, as per the provision of *J.J. Act 2015*, the rules made there under and the adoption regulations framed by the Child Adoption Resource Authority (CARA). The CARA is constituted to promote in-country adoptions and to facilitate inter-state adoption in coordination with State Agency. It regulates inter-country adoption too. The rehabilitation and social re-integration of the children in need of care and protection of children are done through restoring the children to their biological parents, adoption, foster care, guardians/kinship care or with a fit person. Despite these provisions, a large number of children fail to find an appropriate family for adoption and at the same time several needy families run from pillar to post to adopt a child.

## LITERATURE REVIEW

Every human being below the age of eighteen years is known as 'child' according to the definition of United Nations' Convention on the Rights of the Child (UNCRC)<sup>1</sup>. In Geneva Conference (1924)<sup>2</sup>, the need for special safeguard for the child had been widely accepted. It was also proclaimed in that declaration that the child by the reason of his physical and mental immaturity needs this special safeguard and appropriate legal protection. The Declaration of the Child Rights was adopted by the General Assembly on November 20, 1959. Thirty years later, the world leaders recognized that children should have human rights of exclusive manner and for that they need a Charter<sup>3</sup>. The Convention on the Rights of the Child (UNCRC, 1989) is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights within child rights<sup>4</sup>. The Convention sets out these rights in 54 articles and two optional protocols<sup>5</sup>. It spells out those basic human rights

that every child should have wherever he may live: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life.

Directive Principles of State Policy in Indian Constitution (Article 39)<sup>5</sup> empowers the state to direct policies so that the tender age of the children are not abused and childhood are protected against exploitation and moral abandonment. The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005. Ensuring all laws, policies, programs and administrative mechanisms in consonance with the Child Rights perspective, became the Commission's responsibility.

The Hague Convention on Protection of Children and cooperation in respect of inter country adoption (or Hague Adoption convention) provides a formal international and intergovernmental recognition of inter country adoption to ensure that adoptions under the convention will generally be recognised and given effect in other party countries.

As per the JJ Act, a child in respect of whom an adoption order is issued by the court, shall become the child of the adoptive parents, and the adoptive parents shall become the parents of the child as if the child had been born to the adoptive parents, for all purpose, including intestacy, with effect from the date on which the adoption order takes effect and on and from such date all the ties of the child in the family of his or her birth shall stand severed and replaced by those created by the adoption order in the adoptive family. The child's best interest shall be of paramount consideration, while processing any adoption. Preference shall be given to place the child in adoption with Indian citizen and in his own socio-cultural environment. Siblings should not be separated unless it is in the best interest of the children and the consent of the children should be taken if they are above five years of age.

The prospective adoptive parents shall be physically fit, financially sound, mentally alert and highly motivated to adopt a child for providing a good upbringing to him. In case of a couple, the consent of both the spouse for the adoption shall be required and they should have at least two years of stable marital relationship. A single or divorced person can also adopt subject to fulfillment of criteria in respect to the adoption regulation. However a single male is not eligible to adopt a girl child, a single female can adopt a child of any gender. The prospective parent should also fulfill the age criteria as per the adoption regulation. Couple with three or more children shall not be considered for adoption except in case of a special need child or a hard to place child.<sup>6</sup>

### **ADOPTION AGENCY**

Around 120 children were received in one of the adoption agency in Delhi during the past three years. Out of these children, 76 were abandoned in the cradle, placed at the gate of a SAA and 32 children were found abandoned on streets. Eight children were placed for short stay. Four children were surrendered by their parents.

Out of 120 children, five children were transferred to other agencies after having attained the age of 7-8 years. Four children died due to severe health reasons. Out of 32 children, who

were found abandoned on street, 13 have traced their parents and have been restored to their parents. Out of the total children received in the agency, 18 of them had some mental disorder or were children with special needs and remaining children were available for adoption.

## **CASE STUDIES**

Children come to the Specialized Adoption Agency (SAA) under different circumstances. The basic three categories under which they come for care and protection at the SAA or CII agencies are: ORPHAN, ABANDONED or SURRENDERED. This paper explains through some of the case studies, the background situation due to which they come into care and protection at the adoption agencies. The actual names of the children have not been disclosed for confidentiality. In order to study the holistic aspect of children in need of care and protection, over a dozen case studies have been conducted randomly upon the children presented before the Delhi CWC during the past three years, which are narrated below.

### **Child G**

During interaction, the girl child G narrated as to how she was left in an abandoned condition near a temple with severe burn injuries on both her legs at the age of 10. The burns were so severe and invasive that, one could see worms over the injury and bones coming out. Despite announcements, no one came to claim her. She was brought to the care and protection at a specialized adoption agency, as considering her medical condition she needed special care and attention, which could not have been provided in a CCI. She was given proper medical care at the agency and other routine needs were taken care of. Several reconstructive surgeries were carried out to bring her back to normalcy.

Simultaneously, efforts were made to trace her family members. With the efforts of Childline and police force, the family members of the girl were traced. The agency conducted a spot visit and found that she had two more siblings. Her mother had died and she was taken care of by her grandmother who was very old. Her father is a drunkard. When they were asked to take the custody of the girl, they refused for the same. At the same time they were also not willing to surrender the girl. During interaction, it was revealed that the house caught fire with a burning candle and she got bruised in it.

On their refusal, the girl was brought up by the agency. She was engaged in a non-formal education and other in-house activities of the home. She had lot of behavioral issues like bedwetting and shot temperedness. When she was around 11 years old, she was transferred to another CCI, as the SAA is licensed to keep children only till the age of 6 years, and they do not have facility for formal education. Now she has started attending a formal school.

The girl showed gradual improvement to her burns and was able to walk on her own with limping after several rounds of reconstructive surgeries. One fine morning, after about two years, her father, grandmother and her siblings came to claim her custody. The girl identified them. The Bench was reluctant to give her custody, but after repeated persuasion from the family and the girl herself, she had to be restored to her family, keeping the child under constant follow up and monitoring about her well-being.

## **CHILD R**

A malnourished four and a half year old girl was brought to the SAA by the police. As per the Medical Legal Case (MLC), she was sexually abused, before she was found by the police. Her mother is a drug addict and HIV positive. The child had ear infection, uncombed hairs with ticks and lice over her head. Her genital parts were not intact. In view of the fact that her mother is HIV positive, the girl was also tested for HIV, which turned out to be negative.

The mother doesn't have a permanent place of residence and lives on footpath. She is a beggar and does not have a fixed source of income. She is unable to give care and protection to the child and hence R was kept in a SAA for care and protection. As per the statement given to the police by her mother, the child was raped by a person named "S". An FIR has been lodged in this regard.

The girl had a bad memory about her past and was not comfortable talking about her past. She doesn't socialize much with the children of her age group and prefer to remain with the caregivers and seeks their love and attention.

At present the child is around seven and a half years old and since her mother had not surrendered the child, she cannot be given in adoption. She has got an amount as victim compensation from the court and the same has been deposited in her account. She is close to her mother and at times is allowed and taken to meet her.

Because of the vicious atmosphere and considering the safety issue of the child, she cannot be restored to her mother and has been transferred to a CCI where her continuous growth and education can be taken care of. The girl had a traumatic and difficult childhood. Over and again, she reveals behavioral issues, which can be overcome by repeated counseling, engaging the child in activities and unconditional love and affection.

## **CHILD S**

The baby S was found in the cradle of a SAA, when she was just around 6-7 weeks. On medical examination, the child had no signs of abnormality and she was healthy and alert. The very next day a lady around 25-30 years and her brother came to the SAA stating that they had left the child in the cradle and made a claim for the custody of the child. Since an FIR had already been registered the child could not be handed over to them without verification and enquiry.

The lady was called to the CWC to enquire about the facts. She stated that her parents are not alive and she is living with her brother who is unmarried. She had an affair with a boy and on knowing about her pregnancy, he had abandoned her. She carried on with the pregnancy with the hope that he will turn up. Even after 6-7 months of her delivery, he did not turn up and she did not have any information about his whereabouts. Her brother started pressuring her to leave the child and start of her life afresh. After abandoning the child, she was remorseful for her conduct and came back to claim her.

The address of the lady and the delivery details were verified with the help of Police station and were found to be correct. Later, when the lady was called to the CWC to take the custody of the child, she kept on giving excuses and never turned up. Now, the CWC is in a

dilemma, as the police is reluctant to give an untraced report of her parents as they have traced the whereabouts of her mother and it is mandatory before declaring a child legally free for adoption. Now the child is around 18 months old, and her mother has not yet come to claim the child. On repeated notices, it was found that the mother had changed her address to some unknown place. For this, now an untraced report has been sought from the police to declare the child legally free for adoption.

### **CHILD N**

This child N was abandoned in the cradle placed at the gate of a SAA, when he was only three months old. The medical examination showed that he is suffering from osteogenesis imperfection, a case of congenital skeletal dysplasia and asymmetric shortening of all four limbs and angular deformity. The X-ray showed multiple fractures of bone and swelling in all four limbs. Since the bones are very weak and fragile, it was at a very high risk of fracture during transportation. The child was learnt to have been abandoned due to his present medical condition.

He is a very alert child, and can easily attract the attention of others with his sweet conversation. He is friendly, happy and a bubbly child. At present, the child is around five and a half years old. His medical condition is not good and has a disability to walk. He tries to stand with support, but due to softness of his bones he is unable to even stand. He is prone to fractures and injuries. Yet, he has started with basics of education and loves colouring.

The child has been declared legally free for adoption. No Indian family is willing to take the child in adoption with his existing medical condition. The future of the child is bleak. The only ray of hope is, if some foreign families come forward for adoption, where the child can grow with advanced technology, overcoming the disability of the child.

### **Girl J**

The girl J, seven years, was left unattended at the gate of a SAA. The girl was able to tell her name and the whereabouts of her parents. She told about the past of being physically abused by her mother. During spot visit, the girl was able to identify her home. They lived in a one room rented accommodation. The mother was present during the visit. She told that she was married for more than twenty years and had no biological child. Her husband, an auto rickshaw driver found the child abandoned at the railway station when she was few days old. He searched for her parents at the railway station but no one came to claim the child. Thereafter, he took the child home and started raising her up. The mother started keeping ill health and also had mental health problem. On several occasions, she had to leave the child with the neighbours. Gradually, the child started having behavioural issues, and in a fit of rage the mother used to hit the girl. The financial condition clubbed with the mother's health compelled them to abandon the child.

The child is now 10 years old and when asked about her willingness of being given in adoption, she told that she does not want to go in adoption and wants to go with her foster parents only. The girl has strong memory and love for her foster parents even though they ill-treated her. Now the girl needs to be transferred to another CCI for her education and further growth and development.

**SIBLINGS S1 and S2 (Male and Female)**

A pair of sibling S1 and S2 were found abandoned at Anand Vihar railway station. At that time they were six and three years old respectively. Both the children were medically examined and were found to have no history of any kind of abuse. From the interaction with the children, it was learnt that they belonged to a tribal community. Their speech was not clear and spoke some dialect other than Hindi. On counseling and friendly interaction, they told the name of their parents and place to which they belonged. Based on the information provided by the children, the matter was assigned to the Anti-Human Trafficking unit and to various DCPUs at the district level, to trace the parents of the children. The information regarding the children was also published in various local newspapers, based on the details of information provided by the children. The information was also flashed on track the missing portal, but no one came to claim the children. From the interaction, it seemed that they are from a nomadic community and due to the ignorance of their parents might not have lodged a missing complaint and did not understand the complexity of how to trace back their children.

Since their family could not be traced with all the efforts, they were declared legally free for adoption. Because of the age and being a sibling group, no Indian parents have come forward to adopt these children. Now they are waiting for an inter-country adoption.

**CHILD K**

This is a case of health disorder. The child was abandoned at the cradle placed at the gate of a SAA, when he was just four days old. The child was healthy and active. The child got all medical care and other attention and was growing as per his age. The information about the missing child was published in a local newspaper. No one came forward to claim the custody of the child. The child was declared legally free for adoption and was given in adoption to an Indian couple. The couple noticed that the child bugged his head and suspected some mental illness and they returned the child after 25 days of his adoption. In order to confirm his medical problem a genome test has been suggested by the doctor, the expense of the test is too high, which is not possible on the part of the SAA and the prospective adoptive parents are also not willing to incur such huge expense. Now the child is approximately three years old and is undergoing an uncertain long wait for fresh adoption.

**CHILD M**

Child M was found abandoned when he was six years and was kept for care and protection at a SAA. The child was not able to provide much information about his whereabouts. The information about the child was published in a local newspaper but nobody came to claim the custody of the boy. He received formal education at the SAA. The boy was declared legally free for adoption after one year when no one came to claim the custody. Since, he was above six years of age; he was transferred to a CCI for formal education. The boy was admitted in a formal school for his continuous education. The boy had issue of speech problem and learning disability. Then all of a sudden, his parents were traced almost after three years of his missing with the help of Anti-human trafficking unit. His parents had lodged an FIR after the boy went missing, but the boy couldn't be traced for long due to jurisdictional issues and lack of follow-

up and ignorance on the part of child's parents. Simultaneously, the police was also not able to trace the parents at the initial stage. The boy was happy to be united with his parents.

### **CHILD P**

Mother of P is mentally unstable. Both P (one and half year old) and his mother were found abandoned and they were kept in a shelter home meant for mother and child. The mother never fed him or was taking care of him. After few days, the lady abandoned the child and ran away from the shelter home. Since the home was not meant for small children, the child was transferred to a SAA. As the child missed out the initial parenting, he did not show any attachment with the caregivers and other children. He did not like anyone touching him and preferred to remain alone. With the help of local police and the address provided during the stay at Shelter home, her husband was traced. Later, the lady was also traced with the help of local police. The father identified the lady and the child and agreed upon to take care of them. The child's custody was handed over to his father.

### **XS and YS**

Both the children were produced before the CWC bench by police, as they were found unattended by some passersby. As per the information received, their mother is not mentally sound and had abandoned the children. Her father is a daily wager and is not keeping good health. He was not able to take care of the children, due to which they remain unattended. The children were placed in the category of children of incapacitated parents.

When the children, aged 2 and 5 years respectively, were produced before the bench, they were found to be severely malnourished. Considering the safety and well-being of the children they were provided shelter in a Specialized Adoption Agency. Their father was not willing to give the children in adoption, so they are happily growing in the agency and are getting non-formal education.

### **Child Z**

The child was born owing to an unwanted pregnancy. The minor girl did not come to know about the pregnancy due to ignorance. She came to know about the pregnancy very late and her parents were also ignorant about the girl's pregnancy. As per the MTP Act, it is not advisable to go for abortion after five months of pregnancy. Out of social stigma, the parents were not willing to keep the girl at home and she was provided with shelter till the child birth. After the delivery, the child was surrendered for adoption and kept in a Specialized Adoption Agency, once the due procedures were followed. The minor girl went back to live with her own parents. The biological parents have an option to claim the child back within a period of two months. If they do not turn up, the child becomes legally free for adoption. In this case, the mother didn't make a claim and so the child is made available for adoption on the CARA portal.

## **DISCUSSION**

### **Reasons behind untraced children:**

In most of the cases, due to the ignorance of parents and their illiteracy, an FIR is not lodged about the missing children. There is also hindrance in tracing the parents, for their being

nomadic or shifting from one place to another in search of job and livelihood. Sometimes, the children themselves do not want to go home, and therefore do not disclose about their family whereabouts as they do not get love in the family and are abused. At times they are forced to do a lot of household chores and take care of their young ones. Lapse on the part of the investigating agency is another reason. Lack of emotional bonding between parents and children, due to many children at home, or family dispute or repeated runaway tendency of children or remarriage are also very common. At times, these children are also willfully abandoned by parents, if they are suffering from any health issues or mentally or physically challenged. They also remain untraced if they are shifted to another CCI out of the vicinity of their home.

### **Need for non-institutional care and its aftereffects:**

Psychologists say the children start feeling the emotions of the mother as soon as they are conceived in mother's womb, so it is always told to pregnant mothers to remain happy and to engage in activities which are good for the healthy growth of the child. The mother, who is planning to surrender or abandon her child, would be under constant stress and trauma which is not good for the healthy growth of the children.

When the children come into institutional care, they develop issues with the care giving staff. At times, due to inadequate number of care giving staff they are not properly cared. In the family setting, there is always someone available to attend their cries, whether under some pain or for wetting or when hungry. Under institutional care it is often seen that children develop the habit of rocking, which is sometimes mistaken by the prospective parents as some mental disorder. Children usually attract the attention of others by babbling, cooing or making funny gestures, when they don't find someone to react to their activities they simultaneously start remaining gloomy and sad, due to which we see a development delay in most of the institutionalized children. A number of children are attended by the same caregivers and a number of children remain in the same dormitory, due to which there is a possibility of children getting infected, sometimes the infection is so high that it is life threatening and last lifelong.

### **Suggestion for better child care**

The ratio of caregivers to number of children should be increased. The institution should be encouraged to give the children in pre-adoption foster care, so that the growth and development of the child is not hampered and children do not languish in children home for years waiting for adoption procedure to be completed. Most of the adoptive parents are eager to adopt a newly born child. Although, the guidelines suggests children less than two years to be cleared in two months and children above two years to be cleared within four months, it takes almost 1.5 years to finalize the adoption, due to procedural delays and lapses.

Lot of agencies are involved before a child finally reaches the adoptive parents like, All India Radio, Newspaper publication, Police station, District child protection Unit, Child Welfare Committee, CARA, court proceedings, passport etc, which delays the adoption process.

## **FACTORS CONTRIBUTING TOWARDS CNCP**

### **Ignorance of Parents:**

Due to ignorance or lack of proper care, children sometimes lost contact with their parents, and are not able to tell their address and finally come into SAA for care and protection. Tracing the parents become more difficult when they cross the jurisdictional area.

### **Willfully abandoning the children:**

Some parents are not able to bring up the children due to financial problem, or health issues of themselves/children and prefer to abandon the child.

### **Due to death of parents:**

Due to death of parents, the extended family members are sometimes not willing to take the responsibility of children. Sometimes the death of one parents also make the other person to shed the responsibility of children due to financial reason or for future marriage prospects.

### **Children born out of wedlock:**

Sometimes children born out of wedlock are abandoned due to family pressure or social stigma.

### **Children born to minors or unwed mothers:**

Sometimes such children are surrendered by unwed mothers due to social stigma, family pressure or for future marriage and settlement.

### **Girl child:**

Parents abandon girl child, who are very prejudiced and desire a male child for family name.

### **Kidnapping and trafficking:**

Children are sometimes kidnapped for the purpose of trafficking, and when the plan fails, the traffickers abandon the children and run away.

### **Children who are mentally and terminally ill:**

Such children are abandoned, because parents are sometimes not competent and financially stable to bring up such children due to medical reasons.

### **Due to family dispute or from broken family:**

When there is a dispute between parents or it seems that the marriage will not work out in such circumstances, the children are abandoned by the couple.

### **Children of incapacitated parents:**

Sometimes due to financial reasons, the parents abandon their children. It is always good to relinquish the child in his/her best interest, because a relinquished child becomes automatically free for adoption after two months. In case of abandoned children, it takes months to get the child legally free for adoption, due to procedural delays. Thus, adoption of a relinquished child takes comparatively less time than that of an abandoned child.

### **Problems faced by older children in adoption:**

Every family who is willing to go for adoption wants to adopt infants as young as a day old, so that they can enjoy each day of the child's life and also want to witness all the milestones of the child. However, this is not possible with older couples owing to their age. Once the child is above three to four years and remains in the institution, due to unavailability of suitable parents, the child starts developing behavioural issues, like hyperactivity or learning issues or lack of concentration, attention seeking behaviour, bed wetting etc. Sometimes due to lot of rejections from prospective parents, the children develop even behavioural issues. The possibility of adoption also become meager as the child grows older. Since the SAA is licensed to keep children less than six years of age, they need to be transferred to other agency for formal education, which again cause anxiety of separation and adjustment issues among the children.

### **RECOMMENDATIONS AND CONCLUSION**

With the passing of time and involvement of various agencies, the process of adoption has become more complicated than before. Instances of buying and selling of children for monetary gains have increased manifold<sup>7-8</sup>. The statistics reveal that the number of adoption has started decreasing, which is a matter of great concern. The reason could be because the number of children available for adoption has decreased or some illegal adoption racket has come into existence or some of the children are languishing in various children home, as they are not licenced to do adoption. In order to address this issue, people should be discouraged to adopt illegally from nursing homes and from unknown people. More and more children homes, which are not licensed to do adoption, should be encouraged to register their children homes under JJ Act, so that more children could come into the loop of adoption.

The procedure of adoption should be simplified so that parents are not forced to practice illegal adoption and the procedural delays should be resolved. The process of pre-adoption foster care should be encouraged, so that children could get the advantage of living with parents from the very first day and simultaneously they can be prevented from developmental delays.

Some of the parents abandoned their children due to lack of financial resources with them. There is hardly any scheme in place for financial assistance and sponsorship. Government should come up with more of such schemes, so that parents do not abandon their children for want of financial resources. The case of child sexual abuse is increasing at a very rapid rate. It has come to the notice that girls are getting pregnant at a very young age due to their ignorance and elopement. For this, more of awareness programmes should be held at the school level to prevent the girls from sexual abuse and childhood pregnancy.

Not much importance is given to the caretaker, who plays a very important role in the growth and development of the children. Awareness programme should be held from time to time and proper incentives and remuneration should be given to the caregivers to increase their morale and accountability towards their profession. Every child has a right to live in a family and institutionalization should be the last resort.

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## Annexure I

Category	Gender	Age (Years)	Helpline	Family history	Victim Status	Present status	Education	Custodian Agency	Remarks	Govt initiative
<b>Orphan Abandoned</b>										
G	Girl	11	Childline	Mother died	Burn injuries	family	Formal	CCI	Initially Parents not willing to take her back nor consenting for adoption	Police traced her parents
R	Girl	7	Police	Mother Beggar	Sexually abused	SAA	Non-Formal	CCI	Mother HIV+ve & drug addict. Mother not willing to surrender her for adoption	Received Victim compensation
S1	Boy	6	Rly Station	Parents not traceable	Language problem - Tribal community	SAA	Non formal	SAA	Legally free for adoption	Waiting for adoption
S2	Girl	3	Rly Station	Parents not traceable	Language problem - Tribal community	SAA	Non formal	SAA	Legally free for adoption	Waiting for adoption
M	Boy	6	Police	Parents were not traceable	Speech problem	Family	Formal	CII	Child happily reunites with parents	Anti-human trafficking unit traced parents after 3 years

P	Boy	1.5	Police	Mother mentally unstable	Behavioural Issues	Family	No	SAA	Child handed over to father	Traced father
S1	Boy	2	Police	Mother abandoned the children	severely malnourished	SAA	Non-Formal	SAA	Father is incapacitated and not willing to surrender the child	Police traced father
S2	Boy	5	Police	Mother abandoned the children	severely malnourished	SAA	Non-Formal	SAA	Father is incapacitated and not willing to surrender the child	Police traced father
<b>Surrendered</b>										
S	Girl	1.5	Cradle	Mother has abandoned the child	Illegal pregnancy	SAA	Informal	SAA	The child was abandoned by her unwed mother.	Child given in adoption.
N	Boy	5	Cradle	Parents not traceable	Physical disability	SAA	Non-Formal	SAA	Legally free for adoption. No takers because of disability.	Waiting for adoption
J	Girl	7	Police	Abandoned by foster parents	Behavioural issues	SAA	Non-Formal	CCI	Legally free for adoption, but no family for adoption due to age of the girl	Waiting for adoption
K	Boy	3	Cradle	Parents not traceable	Medical issues	SAA	Non-Formal	SAA	The child was returned by adoptive parents due to medical issues	Waiting for another family to adopt
Z	Boy	3 months	Surrendered	Unwed mother	Normal	SAA		SAA	Has completed two months relinquishment period	Waiting for adoption.

**BOX-1**

As per the JJ ACT 2015, “Child in need of care and protection “means a child -
1. Who is found without any home or settled place of abode and without any ostensible means of subsistence;
2. Who is found working in contravention of labour laws for the time being in force or is found begging, or living on the street;
3. Who resides with a person and such person (a) has injured, exploited, abused or neglected the child or has violated any other law for the time being in force meant for the protection of child or (b) has threatened to kill, injure, exploit or abuse the child and there is a reasonable likelihood of the threat being carried out or (c) has killed, abused, neglected or exploited some other child or children and there is a reasonable likelihood of the child in question being killed, abused, exploited or neglected by that person;
4. Who is mentally ill or challenged or suffering from terminal or incurable disease and having no one to take care of;
5. Whose parents are unfit or incapacitated to take care of;
6. Who have been abandoned or surrendered by their parents or guardians;
7. Who is a missing or run away child or whose parents cannot be found after making reasonable inquiry;
8. Who is abused, tortured or exploited;
9. Who is vulnerable or is inducted into drug abuse or trafficking;
10. Who is abused for unconscionable gains;
11. Who is a victim of armed conflict, civil unrest or natural calamity;
12. Who is a victim of or at risk of child marriage?

# MYANMAR GENERAL ELECTION(2020) AND ROHINGYA CRISIS: A DARK ROAD TO DEMOCRACY

*Muhammad Faridul Alam\**

## ABSTRACT

*The Myanmar people have witnessed the second consecutive election in the process of democratization in November 2020. The democratic journey started in 2015. After the end of the first tenure of the elected government, it was observed that the elected government was not able to accomplish a proper civilian form of governance due to the influence of military power that is guaranteed in the constitutional amendment since 2008. As a result, the civilian government, without the support of the military could not make any significant contribution to resolve the longstanding ethnic problem. The military has again taken over the power by dismissing the winners of the 2020 elections on the pretext of wide scale electoral rigging. At the same time, the Rohingyas, one of the most vulnerable ethnic groups in the world are still living in the neighboring Bangladesh without any hope to be repatriated. In the election of 2015 and 2020, a significant number of people of different ethnic group including the Rohingyas were excluded from exercising their voting rights. The NLD government though secured their second consecutive victory in the General Election, followed the same strategy as like the Myanmar military-junta regarding the Rohingya issue and the constant international pressure to repatriate the Rohingyas to the country of origin was neglected. The position adopted by NLD leader Suu Kyi before the International Court of Justice (ICJ) to defend the atrocities done by the military against the Rohingyas project the unwillingness to find an amicable way to settle the current problem. Focusing on the Rohingya crisis, this paper will examine tough road ahead for democracy in Myanmar.*

**Keywords:** Democracy, Military, National League for Democracy (NLD), Rakhine, Rohingya.

## INTRODUCTION

On 1 February 2021, three months after the second consecutive election in the process of democratization, the military seized the control. In Myanmar, the general election that was held on 8 November 2020, marks the second consecutive victory for the National League for Democracy (NLD) to form the government after fifty years of military rule. The recent coup has been backed

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\***Muhammad Faridul Alam** is Associate Professor in the Department of International Relations, University of Chittagong, Bangladesh. Currently, he is doing Ph.D from the University of International Business and Economics (UIBE), Beijing, China in International Law at the UIBE Law School. E-mail: mfulka@yahoo.com, mfulam@cu.ac.bd.

by the opposition parties, who were demanding a rerun of the vote, claiming widespread fraud (BBC, Feb 2021). Immediately after the coup, the President of the country, Aung San Suu Kyi, the NLD chief along with a significant number of newly elected MPs have been arrested and the new junta government has announced to provide further free and fair election in one year time. However, the election, according to the international observers and media, was not considered as free and fair as around 1.5 million Rohingya Muslim voters were not allowed to exercise their voting rights. It is also argued that to retain the support of the 'Bamar' ethnic community (the majority among the population), NLD leader Aung San Suu Kyi deliberately bypassed the issue in collaboration with the military, who had committed atrocious genocide against the Rohingya community in the Rakhine state in August 2017. The democratic transition of Myanmar thus is an alibi for both the military and the ruling party of the NLD as a strategy to exonerate over the popular perception against Rohingya community. It is also obvious that after a case filed by Gambia against Myanmar in the International Court of Justice (ICJ), the advocacy of Suu Kyi for the military enjoyed widespread popularity among the 'Bamar' majority, that instigate both NLD and the military-backed Union Solidarity and Development Party (USDP) to take measures to keep Rohingyas away from their voting rights (Tanbirul, 2020).

It is sometimes argued that the military junta of Myanmar under the pressure of international community decided to establish a civilian form of government, which can be interpreted in different manners. According to many scholars, the transition toward democracy was driven by some reformist actors within the military who took over the government in 2011 (Pedersen, M.B. 2014). There is discourse about the division within the military in respect of the soft liners and hardliners led by General Thein Sein and General Than Shwe. The reformists could successfully rid over the hardliners to establish a fragile democratic condition to project a visible involvement of political parties and civil society in the statecrafts to convince the international community that the government is willing to ensure peaceful coexistence (Lall, M. 2016). Considering these aspects, according to many scholars, in the 2000s, despite international sanctions and pressure, the military rule, was stable and resilient and there was no massive protest from the public against them (James, H. 2006, p. 164). The democratic transition of Myanmar thus, cannot be seen from the view of class or civil society struggle. The military junta had successfully disintegrated the earlier struggle of this kind in 1989. In this context, the class struggle has very nominal role in the mobilization for establishing democracy (Smith, M. 1991). Though during 2000s, the military government routinely had confronted resistance from pro-democratic movement like student protest, civil society, Buddhist organizations and ethnic groups, none of the mentioned group could pose remarkable challenge to the survival of the regime (Mullen, M. 2016). The everyday scenario was like the protestors were rather under threat by the military regime and significant number of them were imprisoned for long time including the NLD leader Suu Kyi. However, as a matter of intention of military regime to transform into a democratic process, though under their influence, was no doubt to secure their positive image. The transition discourse by the USDP emphasized to initiate negotiations with the existing ethnic group to bring the armed conflict to an end. The conflicting groups were urged by President Thein Sein to the negotiation for ceasefire and formed Union Peace Work Committee (UPWC). Following the UPWC, Myanmar Peace Center (MPC) was established with the support of the fund of the European Union. Different kinds of interim arrangements

were established in the conflict prone areas to provide humanitarian support to build trust between the conflicting groups and the government. Though, various disputes within the ethnic communities were settled by negotiations, the Muslim Rohingyas in the Rakhine state remained outside of such process, as they were regarded as the stateless person according to the Citizenship Act of 1982 (Arraiza, J. M. 2017). Two consecutive national elections merely reflect the motivation of the Myanmar authority that in spite of continued international pressures, they are not eager to mainstream this ethnic minority group for the sake of majority 'Bamar' and Buddhist community.

### **TRANSITION FROM MILITARIZATION TO DEMOCRACY (2010-2020) & ROHINGYAS**

Myanmar is known as one of the most ethnically diverse society in Asian region. The ethnic 'Bamar' and the people of Buddhist background used to dominate the highest levels of institutions of the post-colonial Myanmar. A census was held in 2014, but the result is yet to be known about the actual number of population belonging to different ethnic groups. It is estimated that two third of population belong to 'Bamar' and out of total population, 90 percent are of Buddhist religion. After the election of 2010, alongside with the Buddhist community, the participation from the Christian community also grew, but the representation from the Muslim community remained absent among both NLD and USDP elected Member of Parliament (MP), rather it reflects the dominance of Buddhist MPs. Even in the election that was held in November 2015, the diversity of religion was not ensured, rather the majority of the Rohingya people, who reside in Rakhine state was disenfranchised and could not compete in the election and exercise their voting rights. The Election Commission of Myanmar, showing pretence of the 1982 Act of the statelessness of Rohingyas, rejected the Rohingya candidatures from taking part. Interestingly, some Muslim MPs, who won in the 2010 election for the military junta failed to ensure their candidature as well. In the history of the NLD candidacy, it was found that, no one from Islamic faith since 1960, was supported by them. The representation of NLD MPs from the Buddhist community in the 2015 election was 88.3 percent (Egreteau, R. 2017, pp. 21-22).

After six decades of military regime, Myanmar underwent a democratic process, when a nominally civilian government took over the power in 2011. Global attention on Myanmar started shifting toward a different perspective when for the first time a bicameral parliament was formed in January 2011 after the General election was held in November 2010. The election that was conducted by the State Peace and Development Council (SPDC) was later dismantled through the positioning of a semi-civilian government under the former SPDC leader Thein Sein. The major reason of global attention on Myanmar is that since the year 1948, after the independence of Myanmar, the country was under the military leadership, and now was in a position to move forward toward pluralism and accepting political opposition in the statecrafts (Egreteau, R., & Robinne, F. eds.. 2015, p.1). The transition, followed by the election was however partial, as the government under the leadership of Thein Sein and the newly formed USDP had roots in the military and the whole process was made through a flawed election by the SPDC. The foremost significant characteristics in the new government were that the influence of military was protected as it was based on the constitution made by the military junta who was directly governing in 2008. The main attraction for the international

community to be attracted on the transformation of Myanmar to democratization was the decision of the new government for the process of democratic opening, political freedom and initiating for establishing parliamentary politics from grassroots to central level as broader initiatives of peace building throughout the country (Stokke, K., & Aung, S. M. 2019, p. 2). The decision of the government to function as per the Constitution of 2008 gave birth to issues of critical concerns like whether the democratic openness is really under the process or not, which was further fuelled by the rejection of the government by bringing changes in the Constitution, which could fetch authentic democratic environment (Bünthe, M. 2017). Though the USDP government frustrated the nation as well as the international community to initiate a true democratic start-up, it provided a basis for multiparty political background for the general election of 2015 and afterwards, which was the first since 1990. The election of 2015 was open for the international observers to oversee and according to them it was though free but not fair keeping in account the faulty process of election, where a number of constituencies were not appropriately gone through franchisement and various ethnic group, especially the Muslim Rohingya community were not allowed to exercise their voting rights. The notable part of the election was the National League for Democracy led by Aung San Suu Kye got landslide victory, equally big defeat for the military sponsored USDP and some other ethnic parties got marginal participation in the parliament (Ardeth Maung Thawngmung, 2016, p.133).

In contrast to the election result of 1990, the election held in 2015 ensured a peaceful transfer of power to the newly elected NLD, though the party chief Suu Kyi was not allowed to act as the head of the government as per the constitution of 2008. However for the first time in six decades, the NLD formed the government, where Suu Kyi decided to act as the State Counselor, instead of being President. Though the military sponsored USDP was defeated, the influence of military in the statecrafts still remained, the same was guaranteed in the constitution. The only hope for the new government was the implementation of democratic transformation, which could eventually lead to the broader democratization.

### **DEMOCRATIC GOVERNMENT AND MILITARY ADMINISTRATION**

Though there are 135 ethnic groups in Myanmar and many of them are in conflict with the government for different demands, the issue of undermining the rights of the Muslim Rohingya community is the center of all international concern, as they have been tortured by the military for many years (Cline, L. E. 2009). The transition from militarization to democratic process thus, inspired the international community to have hope to witness the settlement of the issue. (Ganesan, N., & Hlaing, K. Y. eds. 2007). In this circumstance, Barack Obama became the first American President ever to pay visit in Myanmar in 2012. In a speech at the Yangon University, Obama stressed the importance to continue the democratic efforts and proper reforms. He also advised the authority of Myanmar to carefully handle the issue of ongoing ethnic dissensus in the country, especially mentioned the delicate reference to the military violence over the Muslim minority and questioned about the legal status of the Rohingya as they have been asserted stateless by the military government (*The Conversation*, 2020).

Though there was pressure, hope and appeal from the international community to resolve the ethnic conflict of the Rakhaine state and settle the security measures of the Rohingya, it

was not visible by both the military and the NLD to discuss this issue on priority basis. Rather, it was foremost important for the military regime to bring NLD and its leader Aung San Suu Kyi to the transition process and secure their position. The NLD also considered the issue from their political motivation, to get power. Hence, President Thein Sein met Suu Kyi and ensured her to bring necessary amendment to enable her and her party to participate in the future election (Bünthe, M. 2017). It was also necessary to manage her to make the process authentic to all other political parties. Suu Kyi, considering the overall situation, preferred to accept the proposal. This meant reversing her previous decision of boycotting the election of 2010 to participate in the 2012 by-election and she thereby accepted the Constitution of 2008. Suu Kyi's shift from non-cooperation stand to participation under the electoral process led by the USDP encouraged the United Nationalities Alliance (UNA), a group of ethnic parties, who had also participated in the 1990 election and boycotted the election of 2010 (Egreteau, R., 2016). After the inception of democratic process led by Suu Kyi's party in 2016, the challenge of nation building was uncovered. The constitutional, institutional and political reform process is not so easy to achieve as the obstacles are deeply rooted in the military junta, who had the power provisioned by the constitution to prevent the NLD government to bring any change. Thus, it was not an easy task for the NLD government to achieve durable peace through negotiation with different ethnic groups. Hence the military, along with different ethnic groups, started ethnic cleansing of Rohingya community in northern Rakhine state (Sadan, M. ed., 2016).

The genocide that happened on the Rohingya Muslim community in August, 2017 was in a way endorsed by the NLD government, as the leader Aung San Suu Kyi emerged as a defender of the brutal activities done by the military. In 2019, she appeared before the International Court of Justice in the trial of *Gambia vs Myanmar*, defended the military mentioning the genocide against Rohingya as merely 'internal armed conflict'. Suu Kyi's position designates her willingness to continue support to the military in return to get back to the state power, as she knows that at the given circumstance, she cannot secure power, and even if remaining in power, she cannot proceed without the military (*The Conversation*, 2020).

The areas, where the NLD government required cooperation from the military administration was to discontinue the activities of different armed groups, who have been fighting against government forces for the last six decades. These different groups have different nationalist and political aspirations, which have the ability to field their forces and rule the areas under their control as sovereign state by imposing taxes. There are some other small groups involved in attaining individual interest by engaging in illicit activities like arms and drug peddling. The USDP government, since 2010, have been able to renew and conclude ceasefire agreement on the bilateral basis with fourteen conflicting groups, of which eight groups have signed agreement to come to ceasefire till October of the same year. Some other groups, though did not join in the negotiation process with the government, agreed to continue political dialogue on the basis of commitment by the government to ensure their future participation in the nation building process and to some extent, providing more autonomy to them (Joliffe, Kim 2014). However, no initiative was taken from the military to settle the ongoing conflict in the Rakhine and military sponsored violence against Rohingya community.

## **MILITARY LEGACY IN DEMOCRATIC GOVERNMENT**

The election of 2020 was expected to be held in freer, fair and peaceful manner. The exclusion of Muslim minority Rohingya community, who have been long denied their voting rights, have questioned the outcome. The military crackdown in 2017 resulted in some 750,000 Muslim Rohingya fleeing to neighboring Bangladesh. It was not criticized by any of the political parties, rather Suu Kyi's statement in the ICJ treating this issue as 'internal armed conflict' has fueled the military to remain in their position. Even during the election campaign, though the Rohingyas were not considered for their voting right, they played an important element to gain increase in vote. The military backed USDP blamed the NLD for promoting Rohingyas. It was evident in the election that alongside the NLD and USDP all other major political parties used the anti-Rohingya rhetoric to win the election signifies the long suppression by the military over the Muslim Rohingya community. The military thus, has secured their position from being blamed alone from international community and internally.

Since 1990, after the first national participatory election in Myanmar was held on 8 November 2015, the opposition NLD led by Suu Kyi, got a landslide victory in the bicameral legislature. The legislature of Myanmar consists of Lower House of People's Assembly and the Upper House of National Assembly comprise of 440 and 224 seats respectively, of which 25 percent is reserved for the military officials under the current constitution. The result of 2015 election was just reverse of the election of 2010, where the NLD was not allowed to participate in the election. After successful negotiation with Thein Sein, in late 2010, Suu Kyi was released from the house arrest and she along with her party contested in the mid-term election of 2012 and secured forty three out of forty four seats. However, the NLD's participation in 2012 mid-term election eased the way for them to contest in the 2015 General election in a competitive manner, where the quest for rigging the election by the military like in the year 2010 was not possible due to strong monitoring process by international observers and media. At the same time, the military regime intended to draw national and international attention that they are ready for power sharing with the civilian government. Besides, the most important aspect of military influence, even after the severe defeat in 2015 election is their reserve seat in both Houses of the Parliament. The NLD after the victory of 2015 election started mobilizing their supporters at the grassroots level through providing various financial and organizational supports, which was possible under their government (Ardeth Maung Thawngmung 2016, p.132). The taking over of power by the NLD, though widened the possibility to expand grassroots activities, did not change the state policy on Rohingya issue.

Though after the landslide winning in the 2015 election, the NLD formed the government, the military still remained the most important factor in the major decision making process of the statecraft. The government policy had to be maintained as per the Constitution of the military -made Constitution of 2008. According to that Constitution, the leader of NLD Suu Kyi cannot compete for the post of President because of having a special bar that if children or spouse or children's spouse bears foreign citizenship, they are not permitted for the highest position. This clause was deliberately inserted in the Constitution to keep Suu Kyi away from this position considering she married a British citizen. The most important aspect of military power even after their defeat in the election is their control of twenty

five percent seats in the legislature. This becomes a barrier for the winning party to bring necessary amendment in the constitution, which requires more than seventy five percent votes in the national legislature.

In addition, according to the constitution, three of the key ministerial positions are nominated by the Commander-in-Chief (Army Chief). These are; defense, home affairs and border area affairs. The Commander-in-Chief is also the supreme commander of all armed forces including police, paramilitary and civil defense forces. The military is also given the duty of safeguarding the constitution and its basic principles, preserving state sovereignty and national solidarity. At the same time, they play leadership role in the political affairs. The Commander-in-Chief is also head of the eleven member committee of the National Defense Security Council, routinely meet and discuss and decide about political and security affairs. The President, if needed to declare state of emergency is required to discuss with the Commander-in-Chief, Deputy Commander, Ministers of Home and Defense Affairs, who are nominated by the military (Seth, Andrew. 2015). The role of the military thus, means that the civilian government in Myanmar was merely an instrumental government in a sense to legalize the activities done by the military government and for the sake of policy implementation, they needed to take them into contingency, without which the intervention by the military might interrupt the day to day functioning of the government. In this regard, the safeguarding issue for the NLD to continue suppression on the Rohingya community was the Constitution of 2008 prepared by the military regime, which cannot be changed alone by the civilian government, as 75 percent support of the elected representatives are required. At the same time, it seems the countrywide negative impression on the Muslim minority Rohingyas ignore enormous pressure from the international community. Amid anti-Muslim rhetoric, Than Htay, the USDP leader mentioned that his party will not accept any international claim of suppression of the Rohingyas (Tanbirul, 2020). Thus, according to many international commentators, the election that was held in November 2020 was less free and fair than the election of 2015, as it clearly undermined the voting rights of the Rohingyas and neglected the issue to bring them back from the state of refugee. Following the international demand, the NLD after forming government in 2015 failed to address the report provided by the Advisory Commission led by former Secretary General of the United Nations Kofi Annan to grant ID card to the Rohingyas to enable them to have the citizenship. The government, according to the Citizenship Act of 1982 ignored the recommendation of the commission.

## **POSITION OF THE MYANMAR GOVERNMENT IN LIGHT OF ICJ VERDICT**

The ‘Rohingya’, who are the largest among the Muslim in Rakhine are being suppressed and oppressed by the Myanmar military for many decades. The first influx, due to the persecution by the military happened in 1978 towards Bangladesh, when some 250,000 Rohingyas took shelter, who were later settled through bilateral negotiation in 1980. However, in 1991-92, around 250,000 more Rohingyas fled to Bangladesh after further persecution, who was later repatriated, except around 30,000. The latest influx that occurred after 25 August 2017 caused by severe crackdown of Myanmar military caused further exodus to Bangladesh and some 750,000 took shelter. The present influx of Rohingyas has been internationally recognized as ‘genocide’ committed against this ethnic minority.

Despite international pressure, the government of Myanmar did not show their interest to take them back. The African nation, Gambia filed a case before the ICJ against Myanmar, where the government of Myanmar rejected the claim of genocide and mentioned the issue as 'internal armed conflict'. In her application dated 11 November 2019, Gambia sought ruling against Myanmar for violating the 1948 Genocide Convention. After intense hearing, the 17-member judges of the ICJ were convinced of the charges brought by Gambia and ordered the Myanmar authority to stop genocide. The court further ordered the Myanmar authority to report back in four months alongwith report on the action taken by the government as per the ruling. During the hearing of the case, the de-facto leader of Myanmar Suu Kyi along with her Foreign Minister defended the position of the army claiming that it was triggered by the attacks that Rohingya militant took against the army check post. The foreign Minister of Myanmar claimed that according to various inquiry commission reports, no genocide had been made against the Rohingya community. Both of them blamed the human rights groups for interfering in the internal affairs of Myanmar. It should be mentioned that the presence of Suu Kyi was not mandatory before the ICJ; rather she chose to attend and defend the army that there was no murder, rape or any other deliberate torture against Rohingya. The situation is interpreted in a way that as she does not have the control on the powerful army, by attending she intended to destroy the firewall to work together to extend path for her party in the government (BBC, Jan 2020).

There should not be any doubt about the step taken by the ICJ, which was welcomed by international community. At the same time, the International Criminal Court (ICC) is also investigating the crimes done by the military against the Rohingyas. Though Myanmar is not a party of the ICC, there is argument that ICC has jurisdiction over the military of Myanmar because of the crime of 'forced deportation' to its neighboring Bangladesh. The major problem to make Myanmar obliged to abide by the ruling is that both ICJ and ICC have no mandate to enforce their judgment. In the case of violation of the ICJ verdict, action can only be taken by the decision of the UN Security Council. So far as the major ally, China always voted in favor of Myanmar in the UNSC and urge for broader accountability. In case of accusation of violation of the court's decision it cannot be expected to have unanimous support from the UNSC (Angshuman, 2020).

## **RECOMMENDATION**

It is noticed that the Myanmar election of 2020 was merely a repetition of the election held in 2015. The election process alone cannot solve the current Rohingya crisis; rather greater international intervention is required. International community should come forward for the nation building process of Myanmar, as it is observed that there are still several remaining ethnic conflicts and Rohingya issue itself remain as an independent issue to be resolved with utmost care.

From the above mentioned discussion, it is obvious that settling the citizenship issue is the foremost thing to resolve the crisis and to make the election as inclusive. Apart from the internal effort, strong international pressure is required on Myanmar to stop ethnic cleansing and to abide by the ruling of the ICJ. As it is also obvious that international mechanisms to resolve the Rohingya crisis has not worked out, in this circumstance, major parties/states

should sit together with the intention to have a viable solution.

Though the dialogue between the USDP and the NLD after the election of 2010 was expected to enable a fair road to democracy, the democratic government after the election of 2015 has failed to flourish democracy. The root cause is known. It is failure of ensuring a participatory election inclusive of all ethnic and religious group. The democratic transition cannot be the way to get international attention. In this regard the country should be put under pressure to exercise true democracy.

The recent coup in Myanmar shows that the Rohingya crisis has its origin and development within the military and thus, the civilian government on the military lap has failed to provide an amicable solution. Hence, it is the urgent need to return the power to the civilian government. the main solution of all problem, including the Rohingya crisis lie in this.

## CONCLUSION

Internationally, Myanmar projects itself as a divided nation instead of a complete nation state and the recent coup has made this belief stronger. After its independence of 1948, though having internal resources, it could not project itself due to remaining ethnic clashes, from which the military has capitalized their source of power. When it was expected that the election of 2020 should be free and fair compared with the election of 2015, the Myanmar civilian government opted for the election as preferred by the military, which was also supported by all the contesting parties, excluding the Rohingyas. Though there are political differences between the two major parties the NLD and the USDP; they have similar stand on Rohingya issue for their vested interest. It is obvious that the international community has raised their strong voice against the oppression on Rohingya community, they seldom talk about the right of their citizenship. The repatriation of the Rohingyas from Bangladesh may cause further persecution that may endanger the road to democracy without granting them the right of citizenship. At the same time, the interim ruling given by the ICJ should be honored by all big states, especially by the permanent members of the UNSC, so that in case of further violation, effective international pressure can be made upon Myanmar.

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## HAPPINESS OF COLLEGE TEACHERS

**Dipankar Das\***

**Md. Kutubuddin Halder\*\***

### ABSTRACT

*Teachers at undergraduate level play an important role in shaping of students who stand to build the future of the nation. Happiness among college teachers is good not only for themselves but society as a whole. The performance and others factor of teachers depend upon their level of happiness with their job. Very few researches have been conducted regarding the level of happiness of teachers in India as well as West Bengal. The present study was designed to find out the happiness level of designation-wise college teachers and to find out the difference of happiness among designation-wise undergraduate college teachers. For this purpose, the sample constituted total 270 (Associate Professors=90, Assistant Professors=90 and Part-time & Guest teachers=90) college teachers. Descriptive survey design was used in this study. The data was collected through Random sampling technique and Happiness scale developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani (2017) was applied. The data was analysed through SPSS version 21. The study observed that 1.1% of Assistant Professor, 1.1% part-time and Guest faculty have extremely high happiness. 63.33% Associate Prof., 33.33% Assistant Professor and 18.9% Part-time and Guest teachers have high happiness. While 34.44% Associate Professor, 50% Assistant Professor and 43.33% part-time and Guest teachers have above average happiness. The study also showed that 2.22% Associate Prof., 15.56% Assistant Professor and 34.44% Part-time and Guest teachers have average happiness. While 2.22% Part-time & Guest teachers have below average happiness. There were no teachers in low and extremely low happiness category. Our research shows that there is a significant difference with regard to happiness score among designation-wise college teachers. It is clear from the findings of the study that there is a significant difference with regard to happiness score of Associate Professors and Assistant Professors of College. Present study revealed that there is a significant difference with regard to happiness score between Associate Professors and Part-time & Guest teachers of college. The study also indicated that there is a significant difference with regard to happiness score between Assistant Professors and Part-time & Guest teachers of Undergraduate College.*

**Keywords:** College teacher, Happiness, West Bengal.

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\***Dipankar Das** is a Ph.D. Scholar at the Department of Education, University of Calcutta, Kolkata, West Bengal, India. Email: dipankardas117@gmail.com

\*\***Md. Kutubuddin Halder** is Professor, Department of Education, University of Calcutta, Kolkata, West Bengal, India. Email: md.khedu@rediffmail.com

## INTRODUCTION

The most fundamental aim of human beings is to live happily (Diener, 2000). Happiness is universal to all human beings in every societies and everyone searches for happiness (Fisher, 2010, Aydin, 2012). Etymologically, happiness is derived from the word *Eudaimonia* (translated as happiness) which consists of two Greek words “eu” meaning “well” and “daimon” meaning “spirit or divinity”. Sonja Lyubomirsky (2007) in her book, ‘*The How of Happiness*’, describes happiness as “the experience of joy, contentment or positive well-being combined with a sense that one’s life is good, meaningful and worthwhile.” According to Martin Seligman (2000) it is based on three lives - the pleasurable life, the engaged life and the meaningful life. The better each of these lives is lived, the happier the person will be. It is an overall feeling of satisfaction with life that pervades and abides over longer time period of time. The subjective well-being of an individual is related to happiness (Allison, Hullett, and Anger, 2011; Sato, Jiang, and Lu, 2012) or satisfaction of the life (Ferrer-i-Carbonell, and Van Praag, 2010).

In this modern world of cut-throat competition almost every individual is running after money to live a luxurious life. In the long run, life has become more complicated and stressful. Work is one of the essential aspects of people’s lives (Dulk, Groeneveld, Ollier-Malaterre & Valcour, 2013). Employee happiness is a relevant and indispensable deliberation in the modern work place (Roy & Konwar, 2020). It is happiness that can increase well-being, health, work performance, warmth, altruism, creative thinking, problem solving and reduce stress (Argyle, 2001). World Happiness Report (2017) define happiness as how people experience and evaluate their lives as a whole. Happiness and employment are a complex and dynamic interaction that runs in both directions. The majority of people spend much of their lives at work and it is critically important to gain a solid understanding of the role that employment and workplace play in shaping happiness for individuals and communities around the world. This report also described that employment status, job type and workplace characteristics impact on individual happiness. Work and employment are not only drivers of happiness but the happiness can also itself help to shape job market outcomes, productivity and performance.

## OPERATIONAL DEFINITION

**Happiness:** Happiness is a state of well-being and contentment. It is a pleasurable or satisfying experience of mind. It is the degree to which an individual judges the overall quality of his/her own life as a whole (Rastogi, H. and Moorjani, J., 2011). The teachers having strong relationships among each other, sense of their security, health, well-being, pleasant moods, pride of their work and emotionally balanced conditions in the colleges.

**College teachers:** In this study, college teacher refers to Undergraduate (B.A/B.Sc/B.Com) Degree College teachers affiliated to University of Calcutta, West Bengal. Here researchers have included following three categories of college teachers :

- Associate Professor
- Assistant Professor
- Part-time & Guest lecturer

## REVIEW OF LITERATURE

Previous study revealed that teacher's happiness at work partially mediates the relationship between dispositional happiness and teacher's health, and fully mediates the relationship between self-esteem and teacher's health and teachers acknowledge their workplace as a context in which they feel happy, the impact of dispositional happiness and self-esteem on health conditions as higher (Benevene, P. *et al.*, 2019). Another study by Toulabi, Z. *et al.* (2013) indicates that there is a relationship between teachers' happiness and quality of working life and the study also showed that there is a relationship between happiness and amount of payment, management support, security of teachers, opportunity of promotion, opportunity of professional development, involvement of decision making. Ihtiyaroglu, N. (2018) found that a positive relationship between happiness and satisfaction with life, and an appreciative classroom management profile whereas a negative relationship was detected in relation to an indifferent classroom management profile and also indicated that happiness and satisfaction with life are significant predictors of appreciative and indifferent classroom management profile. On the other hand, previous studies revealed that there is significant relationship between happiness, creativity and job performance of primary school teachers in Ramhormoz city (Jalali, Z. & Heidari, A., 2015). Mertogul, M. (2018) revealed that teacher's happiness scores did not differ significantly according to age, marital status, number of children, seniority and income levels and besides, the study also showed that there is a significant difference in happiness scores of teachers who are willing and unwilling to go to school and indicated that income levels are correlated with happiness scores.

## OBJECTIVES OF THE STUDY

- To find out happiness level of designation-wise college teachers.
- To find out the difference of happiness among designation-wise college teachers.

## HYPOTHESES

- $H_0$ : There is no significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest) college teachers

## METHODOLOGY

### POPULATION

The target population for the study are the undergraduate college teachers, affiliated to the University of Calcutta, West Bengal, India.

### SAMPLE & SAMPLING TECHNIQUE

Random sampling technique was used for the data collection for this study. Total sample to be taken for the study was 270 undergraduate college teachers from various colleges of affiliated to the University of Calcutta. The sample has been stratified in terms of designation-wise categories (Associate Professor, Assistant Professor and Part-time & Guest teachers). The description of the sample design is given below, in the Table 1

**Table 1: Sample design of college teachers**

Associate Professor	Assistant Professor	Part-time & Guest	Total
90	90	90	270

**RESEARCH DESIGN**

The descriptive survey research design was used in this research.

**RESEARCH TOOLS**

The following research tools were used for this study:

**Personal Information Sheet:** The personal data sheet developed by investigator was used to collect information about their name, gender, age, educational qualification, designation.

**Happiness Scale (HS-RHMJ):** It was developed by Dr. Himanshi Rastogi and Dr. Janki Moorjani in 2017. This scale has five factors. These are- Subjective well-being, Social well-being, Emotional well-being, Career well-being and Spiritual well-being. Scale has 62 items and it is a Likert type five-point scale and alternative response viz., Strongly Agree, Agree, Undecided, Disagree, and Strongly disagree. The reliability of this scale is 0.88, which was calculated on the basis of split half method, significant at 0.01 level of significance. The items validated with an external criterion. Test subjective Happiness scale, which is Likert scale as well, the correlation was calculated to be  $r = 0.91$ .

**VARIABLES OF THE STUDY**

**Independent Variables:** Designation of college teachers (Associate Professor, Assistant Professor and Part-time & Guest Teacher)

**Dependent Variable:** Happiness score

**PROCEDURE**

The sample was collected from randomly selected various Undergraduate colleges affiliated to the University of Calcutta at Kolkata, Howrah and Hooghly in West Bengal. The permission was taken from the Principals or TIC of randomly selected colleges. A briefing about nature and purpose of the study was given to the participant to develop the rapport. The researcher was assured that all information taken from the participants will be kept confidential. After establishing rapport, Personal information sheet and Happiness scale (HS- RHMJ) was administered to all the participants to determine their happiness level.

**STATISTICAL TECHNIQUES**

The SPSS version 21 was used for statistical analysis like Descriptive statistics (mean, standard deviation, percentage) as well as inferential statistics (ANOVA) to the data.

**RESULT AND DISCUSSION**

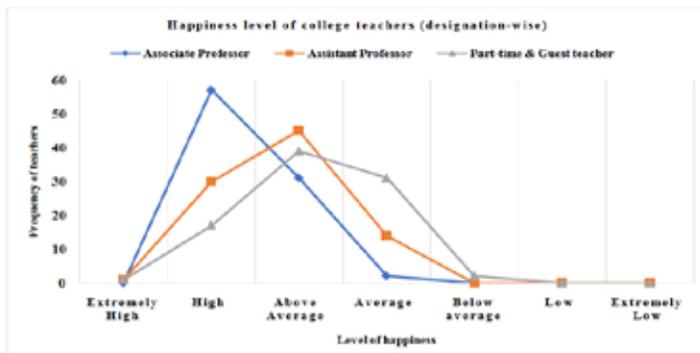
**Happiness Level of College Teachers:**

**Table 2: Showing Level of Happiness of Designation-wise College Teachers**

Happiness Level	Designation of College teachers						Total	
	Associate Professor		Assistant Professor		Part-time & Guest Teacher			
	No.	%	No.	%	No.	%	No.	%
Extremely High (288 & more)	0	0.00	1	1.1	1	1.1	2	0.74
High (254-287)	57	63.33	30	33.33	17	18.9	104	38.52
Above average (220-253)	31	34.44	45	50	39	43.33	115	42.59
Average (174-219)	2	2.22	14	15.56	31	34.44	47	17.41
Below average (140-173)	0	0.00	0	0.00	2	2.22	2	0.74
Low (106-139)	0	0.00	0	0.00	0	0.00	0	0.00
Extremely low (105 & less)	0	0.00	0	0.00	0	0.00	0	0.00
Total	90	100	90	100	90	100	270	100

Happiness level of Associate Professor, Assistant Professor and Part-timer and guest faculty is shown in Table. It is observed that 1.1% of Assistant Professor, 1.1% Part-timer and Guest faculty have extremely high happiness. 63.33 % Associate Professor, 33.33% Assistant Professor and 18.9% Part-timer and Guest teacher have high happiness. While 34.44% Associate Professor, 50% Assistant Professor and 43.33% Part-timer and Guest teacher have above average happiness. Table also show that 2.22% Associate Professor, 15.56% Assistant Professor and 34.44% Part-timer and Guest teacher have average happiness. While 0.00 % Associate Professor, 0.00% Assistant Professor and 2.22% Part-timer & Guest teacher have below average happiness. There are no teachers in low and extremely low happiness category. The result is also shown in following line graph.

Figure 1: Line Graph on Happiness Level of College Teachers (Designation-wise)



**Figure 1: Line Graph on Happiness Level of College Teachers (Designation-wise)**

**H<sub>0</sub>: There is no difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time & Guest) college teachers**

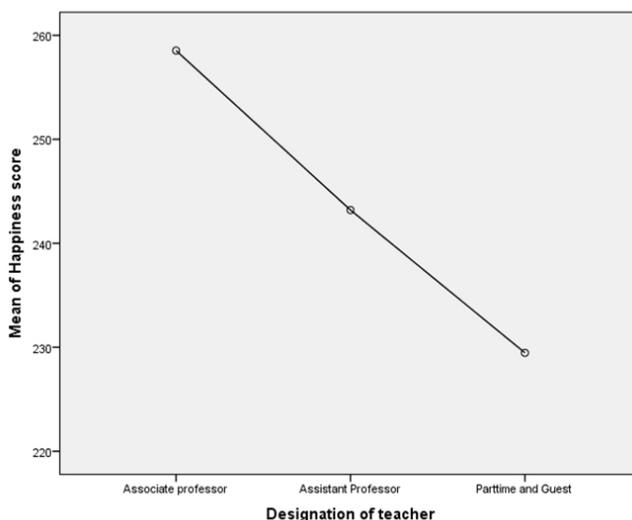
**Table 3: Showing Descriptive Statistics of Happiness among College Teachers**

Designation of College teachers	N	Mean	Std. Deviation	Std. Error
Associate Professor	90	258.53	17.518	1.847
Assistant Professor	90	243.20	21.760	2.294
Part-time & Guest teachers	90	229.47	22.658	2.388
Happiness Score	270	243.73	23.865	1.452

**Table 4: Showing One-way ANOVA of Happiness among Designation-wise College Teachers**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
<b>Happiness Score</b>	Between Groups	38057.600	2	19028.800	44.125	.000 (*)
	Within Groups	115143.200	267	431.248		
	Total	153200.800	269			

There is no significant difference with regard to happiness score among designation-wise (Assistant Professor, Associate Professor, Part-time & Guest lecturer) college teachers. H<sub>0</sub> is rejected at 0.05 level of significance as F- value is greater than critical value ( $F_{obs} = 44.125 > F_{0.05, 2, 267} = 3.04$ ). Therefore, it can be said that there is a significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time and guest faculty) college teachers.



**Figure 2: Showing Means Plots of designation-wise College teachers**

The Mean plot (above) of designation-wise college teachers shows happiness of Associate Professor, Assistant Professor and Part-time & Guest teachers of college.

So, it is further hypothesized below to find out which group differs from another group.

- $H_0$ -a: There is no significant difference with regard to happiness score between Associate and Assistant Professor.
- $H_0$ -b: There is no significant difference with regard to happiness score between Associate Professor and Part-time & Guest teacher.
- $H_0$ -c: There is no significant difference with regard to happiness score between Assistant Professor and Part-time & guest teacher.

**$H_0$ -a: There is no significant difference with regard to happiness score between Associate and Assistant Professor.**

$H_0$ -a is tested by employing ‘t’ test. The result is presented in below:

**Table 5: Showing t-test of happiness between Associate Professors and Assistant Professor of college**

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std.error mean	t-value	p-value	Remarks
	Associate Professor	90	178	258.53	17.52	1.85	5.207	.000	Significant (p>0.05 level)
	Assistant Professor	90		243.20	21.76	2.29			

There is no significant difference with regard to happiness score between Associate and Assistant Professor of college.  $H_0$ -a is rejected at 0.05 level of significance as t-value (5.207) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Associate and Assistant Professors of college ( $t_{obs} = 5.207 > t_{0.05, 178} = 1.98$ ).

**$H_0$ -b:** There is no significant difference with regard to happiness score between Associate Professor and Part-time & Guest teacher.  $H_0$ -b is tested by employing ‘t’ test. The result is presented in below:

**Table 6: Showing t-test of Happiness between Associate Professors and Part-time & Guest Teachers of College**

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Associate Professor	90	178	258.53	17.52	1.85	9.628	.000	Significant (p>0.05 level)
	Part-time & Guest	90		229.47	22.66	2.39			

There is no significant difference with regard to happiness score between Associate and Part-time & Guest teacher of college.  $H_0$ -b is rejected at 0.05 level of significance as t-value

(9.628) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Associate and Part-time & Guest teacher of college ( $t_{obs} = 9.628 > t_{0.05}, 178 = 1.98$ ).

**H<sub>0</sub>-c:** There is no significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher. H<sub>0</sub>-c is tested by employing 't' test. The result is presented in Table below:

**Table 7: Showing t-test of Happiness between Assistant Professors and Part-time & Guest Teachers of College**

Happiness Score	Designation of teachers	N	Df	Mean	SD	Std. error mean	t-value	p-value	Remarks
	Assistant Professor	90	178	243.20	21.76	2.29	4.147	.000	Significant (p>0.05 level)
	Part-time & Guest	90		229.47	22.66	2.39			

There is no significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher of college. H<sub>0</sub>-c is rejected at 0.05 level of significance as t-value (4.147) is greater than critical value (1.98). Therefore, it can be concluded that there is a significant difference with regard to happiness score between Assistant Professor and Part-time & Guest teacher of college ( $t_{obs} = 4.147 > t_{0.05}, 178 = 1.98$ ).

## RESEARCH FINDINGS

- Happiness Level: The study observed that 1.1% of Assistant Professor, 1.1% part-time and Guest faculty have extremely high happiness. 63.33 % Associate Professor, 33.33 % Assistant Professor and 18.9% Part-time and Guest teachers have high happiness. While 34.44% of the Associate Professor, 50% Assistant Professor and 43.33% part-time and Guest teachers have above average happiness. Table also show that 2.22% Associate Professor, 15.56% Assistant Professor and 34.44% Part-time and Guest teachers have average happiness. While 2.22% Part-time & Guest teachers have below average happiness. There were no teachers in low and extremely low happiness category.
- The study found that there is a significant difference with regard to happiness score among designation-wise (Associate Professor, Assistant Professor and Part-time and Guest faculty) college teachers.
- The present study found that there is a significant difference with regard to level of happiness score between Associate and Assistant Professors of college. Therefore, it can be safely concluded based on this sample that Associate Professors are happier on their job compared with the Assistant Professors of college.
- The study found that there is a significant difference with regard to happiness score between Associate Professors and Part-time & Guest teachers of college. Therefore, it can be said that Associate Professors are happier on their job than Part-time & Guest teachers of college.

- The study found that there is a significant difference with regard to happiness score between Assistant Professors and Part-time & Guest teachers of college. Therefore, it can be said that the Assistant Professors are happier on their job than Part-time & Guest teachers of college.

## CONCLUSION

The study found that there is a significant difference with respect to happiness of designation-wise college teachers. Therefore, from the findings of the present research, it can be concluded that the Associate Professors are happier on their job than Assistant Professors and Part-time & Guest teachers of college. On the other hand, it can be said that the Assistant Professors are happier on their job than Part-time & Guest teachers of Undergraduate College. But the Government as well as college heads need to take care of factors affecting teachers' salary, job security, workload, working condition, promotional avenues, respect in work place, job satisfaction, organizational justice and support to fulfil their happiness gap.

Happiness among college teachers is good not only for themselves but society as a whole. It increases productivity and classroom performance in the college. Well-being of any society depends upon the role played by the teacher (Dutta, A. *et al.*, 2014). Teachers at undergraduate level play an important role in shaping students who stand to build their future. When college teachers are happy or satisfied with their job, they can perform their responsibilities with better concentration and devotion (Katoch, R. J., 2012). Hence, it is very important to think sincerely over the matter of happiness of college teachers to improve the quality of higher education in West Bengal as well as in India.

## LIMITATIONS OF THE STUDY

The study was limited to the college teachers (except Principal or Teacher-in-charge), Undergraduate (B. A/B. Sc/B. Com) Degree College teachers affiliated to the University of Calcutta, West Bengal.

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# A STUDY ON EMOTIONS OF WOMEN AT WORKPLACE WITH RESPECT TO SCHOOL TEACHERS IN SELECTED DISTRICTS OF TELANGANA STATE

*Jyoti Mishra\**

## ABSTRACT

*Emotions assume a critical job in correspondence and commitment between individuals. Teachers' beliefs, practices and attitudes are significant for understanding and improving educational procedures. They are firmly connected to teachers' systems for adapting to difficulties in their day to day professional life and to their general prosperity, and they shape students' learning condition and impact inspiration and achievement of the student. In last two decades, there exists a more prominent significance concerning the piece of emotions in the field of education. Emotions are seen as a critical factor for teachers' career, since teaching profession is considered as one of the most upsetting activity, which is described by numerous difficulties as they are looked with significant level of emotional exhaustion and burnout. In addition, drawing on the writing on gender and emotion, which reliably refers to females of any age as having a prominent ability to empathize, we hoped to check whether female teachers are better prepared at connecting with their students.*

**Keywords:** Education System, Emotional Intelligence, Students, Schools, Teachers.

## INTRODUCTION

Sound education is relied upon to give available resources to accomplish the improvement of body, psyche and soul. Education is extraordinary effort intended to bring social change. A teacher has critical job in bestowing education. The nature of professionally competent teachers relies upon some factor where the level of adjustment is exhibited in the school environment. To build up the emotional competencies, the professionals in the education setting need to understand the emotions of students, yet additionally perceive and manage their self-emotions. The present position and the status of teachers for the most part results because of the absence of good impact, professional freedom, academic scholarship and monetary security which thus, influences their professional adjustment. The teacher needs better professional adjustment alongside adjustment in her professional life.

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\***Jyoti Mishra** is a Research Scholar at Mewar University, Gangrar, Chittorgarh, Rajasthan.

Emotion is an abstract experience related with character, personality, state of mind and situation. Chipping away at the emotions for positive addition, and empowering emotional development of children in classroom has become more essential now than at any other time in recent memory. It is normal that academically effective individuals had higher levels of emotional competencies. Emotional Intelligence predicts accomplishment in varying backgrounds and henceforth it has greater significance in each field. We do have various needs, and follow various methods for demonstrating our emotions. Character advancement is the establishment of a society wherein, selfishness, violence and crazy emotions do not destroy the decency of everyday life of individuals. A person who has power over desire of emotions will have the option to take someone else's point of view, which prompts resilience and acknowledgment of contrasts. Teachers should be trained in emotional intelligence, to deal with their own emotions and those of others for helping students. Emotional intelligence is as significant for teacher educators as for the teachers and students. The gender and experience of the teacher educators didn't make any differential effect on their emotional intelligence in our survey.

### **Emotions**

The term "emotion" is derived from the Latin "embower", which signifies "to shake", "to work up". Several thinkers have described emotion differently:

- McDougall (1949): "An emotion is a successful experience that one experiences during an instinctive fervor." McDougall found 14 fundamental senses and inferred that every single emotion, whatever, it might be, is the result of some instinctive behavior.
- Morris, C.G. (1979): characterizes emotion as, "...a complex full of feeling experience that includes diffuse physiological changes and can be communicated clearly in trademark behavior designs."
- Crow and Crow (1964). "An emotion is full of feeling experience that goes with summed up inward adjustment and mental and mental mixed – up states in the individual and that shows itself in his plain behavior."

Emotions are the powerful parts of the sense. The advancement of the emotions ought to, in this way, be given a lot of consideration as is given to the improvement of the senses. So it is exceptionally important to prepare the emotions. Emotions will go out of control and make awkward the entire personality of the person. Emotions assume an imperative job in requesting human experiences. Without them life would be without energy level. Emotions frequently give the upgrade or motivation to act with a specific goal in mind. They give the inward power that pulls in a single individual to another, or that repulses one individual from another. Emotions furnish a feeling with and for other people. They give a conviction that all is good, assist individual with adapting to frustration, alert them to dangers and power them vigorously. Emotions are prime movers of the thought and their education and control is significant.

### **Emotional Intelligence for Teachers**

The job of a teacher in the school is indispensable. Emotional intelligence is a capacity to

express, oversee and control emotions of self as well as other people. Teaching is an emotional practice which includes emotional relationships, emotional understanding and emotional work. Teachers need to strengthen emotional bonds with students and instruct students as emotional and social creatures. It requires elevated level of emotional intelligence. Low emotional intelligence brings a large group of negative emotions. These devour a lot of energy, low confidence, prompt non-appearance, detachment and are powerful obstacle to road to cooperation. Be that as it may, teacher with high emotional intelligence utilizes all around adjusted coping strategies when managing various stress at school, and feel more fulfillment with their work.

The teachers ought to have the option to show great intellectual, moral, emotional and social improvement and should have the option to advance the equivalent among the students. What is more, teachers are ready to realize how to function with the whole educational community, teachers likewise show up as a unique educational agent who , together with their partners and students families, perform not just assignments of getting ready and executing the teaching function, but also the additional intercession, advancement, and look into , evaluation and direction. To satisfy such professional demands, teacher ought to have high emotional intelligence. With high emotional intelligence, teachers can go past their conventional goalpost. The teacher should be put as the focal hub of the educational community.

## REVIEW OF LITERATURE

In view of the components of *Goleman EI* model (2006), self-guideline includes positive results towards psychological prosperity, employee socialization, health supporting behavior and expanded job performance. Self-guideline likewise records to the capacity to remain calm during struggling condition. Self-awareness is the preeminent component of Goleman EI model. This enables one to create needs for centering significant business related issues as opposed to focusing on immaterial ones at hierarchical settings.

As indicated by *Palomera et al* (2008), an investigation directed in Malaysia found that, emotional competencies are conspicuous factors to be incorporated alongside fundamental competencies for improving job performance and prosperity among teachers. They observed positive relationship among emotional guideline (considered as a center competency of EI) and positive effect; job fulfillment; job achievement. The research also additionally shows negative impact on burnout and stress among secondary school teachers.

*Frenzel et. al.* (2009) portray the relationship that happens between teacher's emotions and student's behavioral responses. Their model suggests that teachers' emotions, affected by student behaviors, impact guidance; consequently proceeding with the repetitive impact in the effect of teachers' emotions on student behaviors and results. Despite the insignificant measure of research on this subject, it is conceivable to discover in scientific literature a generally significant number of works which allude to how emotions are created among teachers and how students impact these emotions; however there are not many studies over the impacts delivered upon students due to teacher's emotions. In this work, we focus on the effect created in students as incited by the felt and communicated emotions of their teachers,

and endeavor to survey the whole open peer reviewed articles that offer information on this subject.

*Durlak et al* (2011) in an ongoing meta-analysis of around 213 examinations has reported that social and emotional learning yielded positive effect on socio-emotional competencies and attitudes about self as well as other people. Further the emotional competencies of educators are noteworthy for both their prosperity and socio-emotional advancement of the students. Nearly with different professions, teachers experienced a lot more noteworthy emotional demands which can affect psychological wellness, physical health, recurrent mentality, job fulfillment and job performance.

*Frenzel* (2014) completed a survey of literature investigating what emotions are predominantly present in educational work and with what frequency. The result show a rundown of seven discrete emotions (enjoyment, pride, anger, anxiety, shame and guilt, weariness, and pity) which vary somewhat from the five emotions (joy, love, trouble, anger and dread) exhibited by *Chen* (2016) in a quantitative investigation of 250 and more teachers. All things considered, the two works concur that the emotion generally present in teaching is the human joy. *Chen* (2016) points out, it is entirely expected among teachers to experience mixes of emotions of assorted natures.

*Hagenauer et al* (2015) broke down emotions as both positive and negative which are produced by the relational connection between the teacher and the student, classroom discipline and so forth. Finding significant relationships of emotion with the student's commitment in classroom activities, the team drew cartography of emotions like joy, anger and anxiety.

An ongoing hypothetical model set out by *Fried et al* (2015) distinguishes five particular functions that would be helpful to an educator in the learning-teaching process. These functions, which work in the intrapersonal dimension just as the relational setting of the teacher, carry on in a powerful way in social, cultural, and political realms. Among the functions that teacher's emotions play in the educational process, we would discover as follow- "data arrangement, offering quality to experience, affecting psychological processes, managing inward and outside processes, and giving motivation"

## **OBJECTIVES OF THE STUDY**

The main objective of the research study is to understand the concept of emotions and Emotional Intelligence and analyze the emotions of women at workplace With respect to school teachers in selected districts of Telangana State.

## **RESEARCH METHODOLOGY**

For the research study, 50 female teachers were selected from the districts of Telangana State. The teachers were from Hyderabad, Adilabad, and Karim Nagar. Demographic profiles of all the respondents were analyzed. This was a surveyed study that basically aimed at analyzing the emotional relationship management at workplace of the respondents. The results were concluded by finding out the emotional status of the teachers in schools based on the review and suggestions of the higher authorities of the schools.

**ANALYSIS, RESULTS AND DISCUSSIONS****Age of the Respondents****Table 1: Age of Respondents**

Age	Respondents	Percentage
30-40	25	50%
41-50	19	38%
51-60	6	12%
<b>Total</b>	<b>50</b>	<b>100%</b>

The Table shows that most of the respondents (50%) belonged to the age group of 30-40 and (38%) of the respondents belong to the age group of 41-50, while a small group (12%) of the respondents belonged to the age of 51-60.

**Type of Family of the Respondents****Table 2: Nature of Family of Respondents**

Family Type	Respondents	Percentage
Joint Family	33	66%
Nuclear Family	17	34%
<b>Total</b>	<b>50</b>	<b>100%</b>

The Table shows that majority of the respondents (66%) belonged to the joint family and 34%) of the respondents belonged to the nuclear family.

**Designation of the Respondents****Table 3: Age of Respondents**

Designation	Respondents	Percentage
Post Graduate	33	66%
Bachelor	17	34%
<b>Total</b>	<b>50</b>	<b>100%</b>

The Table shows that majority of the respondents (66%) were Post Graduate and 34%of the respondents were Bachelor teachers.

**Experience of the Respondents****Table 4: Experience of Respondents**

Experience	Respondents	Percentage
Up to Five Years	13	26%
Six to Ten Years	15	30%
Up to Fifteen Years	15	30%
Above Fifteen Years	7	14%
<b>Total</b>	<b>50</b>	<b>100%</b>

The Table shows that majority of the respondents (30%) had upto 15 years of experience and 6-10 years of experience.

### Emotional Relationship Management at Workplace of the Respondents

**Table 5: Experience of Respondents**

Emotional Relationship Management	Respondents	Percentage
<b>Good</b>	12	24%
<b>Very Good</b>	-	-
<b>Poor</b>	2	4%
<b>Very Poor</b>	-	-
<b>Average</b>	36	72%
<b>Total</b>	<b>50</b>	<b>100%</b>

The Table shows that majority of the respondents (72%) are having average level of emotional relationship management adjustment and 24% of the respondents are having good level of emotional relationship management, while 4% of the respondents are having poor level of emotional relationship management.

## RESULTS

- Many of the teachers we addressed accentuate the significance of effective communication with their students, particularly when they were separated and unbiased in learning. To be sure, these teachers buckled down so as to set up a decent compatibility with their students, and frequently saw positive results
- Female teachers discussed the significance of considering their teaching styles and breaking down students' behavior, trying to empathize with their students and minimizing the gaps between them. Specifically, having the option to think about their teaching, appeared to assist teachers with understanding and strengthen in their psyches, the elements between the students and themselves.
- Some teachers had adapted from the uncertainties in their careers and it was insufficient to only disgorge lessons in a rote fashion. It was significant for them to consider different perspectives for example, the time and the day of the lesson in question and the students' enthusiasm for the subject – all of which could decide their motivation. In such events, it was significant for these teachers to take the viewpoint of their students so as to connect with them.

## CONCLUSION

The status of our women has significantly improved in the nation during the post-independence period. Generally, women were required to perform family unit obligations and men dealt with other outside work. It was similarly as unfortunate for a woman to work outside home so as to win cash and man additionally didn't do domestic activities. As of late, because of developing connection between industrialization, urbanization and need of material prosperity, women are also on the forefront in numerous occupations and profession.

It prompts social advancement, monetary development and national improvement as also enhancing the individual advancement of women. The job of women as teachers is considerably increasing in our nation. Teaching is the noblest profession on the grounds that each teacher functions as a stepping stone for his/her students to go up in life. Teachers are the fundamental functionaries of the educational framework. Teachers are the genuine developers of a nation and its function. The nature of education depends heavily upon the quality and emotional wellness of the teachers.

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# TEACHER DEVELOPMENT AND TEACHER EDUCATION

*Parul Agarwal\**  
*Dr. Ishrat Naaz\*\**

## ABSTRACT

*Development is that process which is done on living and non-living things. Through development, changes or modification is done indicating the solution of the problem but it would be possible by the teachers only. Now, it becomes necessary that the teachers should change or modify themselves with the demands or the needs that are arising in society. For that change; change in the teacher's training; teaching and learning materials; theoretical and practical aspects; curriculum; professional development; evaluation and assessment and many more, etc., in the same area, has also to be taken into consideration. This paper focuses on the study of the concept of teacher education, its various components, various facets of teacher development and associated factors. This paper is an effort to study the various emergent research inclinations in the field of teacher education.*

**Keywords:** Curriculum Development, Evaluation and Assessment Process, ICT Based Teaching, Teacher Development.

## INTRODUCTION

Teacher education programs are related to developing the proficiency and competence of the teachers that can motivate and empower the teacher to meet out their requirements of their profession and help them to face the challenges. As per National Council for Teacher Education (NCTE) teacher education is “A programs of education, research, and training of persons to teach from pre-primary to higher education level.” W.H. Kilpatrick describes, “Training is given to animals and circus performers, while education is to human beings.” Teacher education is concerned with both pre-service and in-service teacher education. In other words, the teacher education refers to the process and procedures that are designed by the policy-makers to equip all the prospective teachers with all the resources needed in this program like skills, knowledge, curriculum, teaching materials, and equipment etc. For this, there are components of teacher education through which all the teachers have to go through.

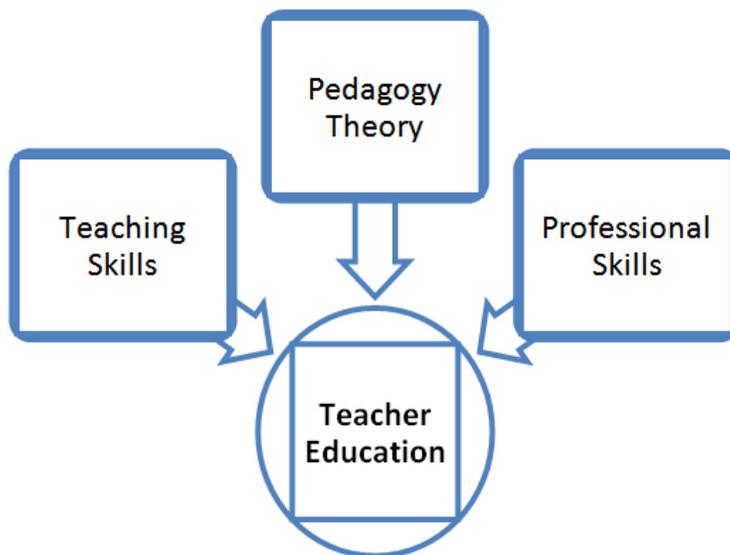
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\* **Parul Agarwal** is M.Ed. Scholar, School of Education, Galgotias University, Greater Noida, G. B. Nagar, UP, INDIA-203201. **Email:** parujana\_agarwal.gsoemed@galgotiasuniversity.edu.in

\*\***Dr. Ishrat Naaz** is Assistant Professor, School of Education, Galgotias University, Greater Noida, G. B. Nagar, UP, INDIA-203201. **Corresponding Author:** ishrat.naaz@galgotiasuniversity.edu.in; ishratnaaz2610@gmail.com

## TEACHER EDUCATION: ITS COMPONENTS

There are three components which have to be considered as important elements for the teacher education who are to be taught about the skills and knowledge. After that, it will help them in their teaching and most importantly, it will help them professionally.



**Figure 1: Components of Teacher Education**

### Components:

- **Teaching skills:** It includes providing training and practice with different techniques, skills, approaches, opportunities and strategies that will help the teachers to plan out and to deliver their instructions in the classroom which will provide them with appropriate reinforcement, so that there can be an effective evaluation. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.
- **Pedagogical theory:** It includes foundations of knowledge like philosophical, sociological and psychological subjects that will give them the basic knowledge to do practice of teaching skills in the artificial classroom. It is based on the stage-specific theory i.e., needs and requirements of the students.
- **Professional skills:** After learning the basic knowledge about the skills, techniques and strategies in an effective manner, professional skills will help the teacher to uplift themselves in this industry and so, their professional growth will also increase. In this industry, teachers will learn and understand about the soft skills like counseling, interpersonal communication, computer interface, management skills and lifelong learning skills and all these will help the pupil-teachers to bring a change in themselves in terms of knowledge, attitude, behavior, personality etc.

As soon as all these things are taken into consideration then, they start developing themselves.

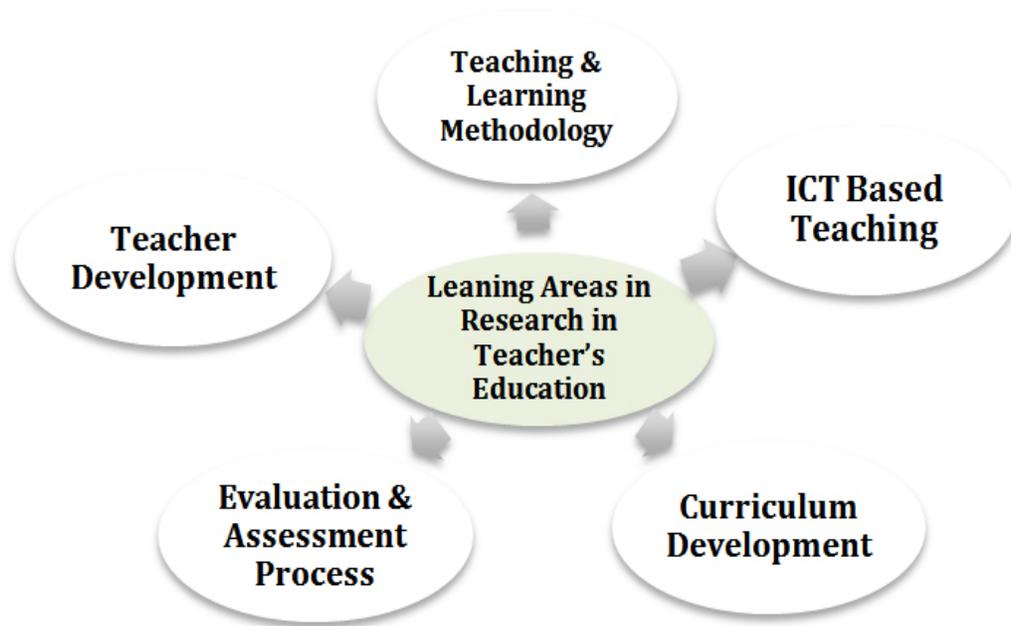
## **TEACHER DEVELOPMENT**

It refers to the continuous process to develop, change and grow themselves in terms of their professionalism throughout their career. In this sense, the teacher needs to learn each and everything that is coming in the way of the development of the process, so that all those can be used by them in a real situation and with that; their personal and professional growth will be possible side by side. The best way to grow them is to take up their own teaching done in the classroom and try to improve upon it or take the feedback either from the students or from the colleagues regarding the teaching done in the classrooms. James (2001) mention, “Teacher can best learn through their own experience, following the guidelines from the course book, experimenting the new curriculum, taking a new role, changing the course books and trying out different ideas in classroom practice”. He also says that collaboration in teaching like team teaching, joint work, peer observation, supervision, support, discussion plays an important role in teacher development. But it will be possible only when no one is forcing them to develop i.e., the teachers should motivate themselves that they have to change themselves and need to adapt to the changes and innovations coming in the teaching-learning process. Teacher needs to be updated themselves as a part of their development to adjust themselves in the new kinds of issues and challenges coming by and new ideas and concepts coming up in the disciplines and also to act accordingly with the changing needs and desires of the learners with time and economic, social and technological change (Gnawali, 2008). He also reported that without teacher development, the profession will be monotonous, tedious, slow and uninspiring. So, development starts from that day only when they take admission in Bachelor of Education (B.Ed.) course where the foundation of education, skills and basic knowledge are given to all pupil- teachers and they move on, changes come in them and at last, they have to teach the students in the institutions but again for that need to adapt the changes coming in these areas.

### **Important Factors for Teacher Development**

- Changes in the curriculum;
- Changes in learning aids;
- Modification or innovation coming in teaching aids;
- Professional development;
- Individualized learning.

There are additional factors that help the teachers to develop themselves more so, research take place which is conducted in every area but when we talk about the development of the teacher than all the things which are related to them whether it is for the pre-service or in-service program. The researcher takes the concerned area where they feel any kind of innovations or the need for modification is required. Thus, following are the emergent research inclinations in the field of Teacher Education.



**Figure 2: Leaning Areas in Research in Teacher Education**

#### **Teaching and Learning Methodology:**

In today's era of development, society wishes that their students should have an overall development in every area. School changes their pattern of teaching- learning methods accordingly. With this, students construct their knowledge and skills; do experiments with which they further gain experience etc.

James (2010) led study on communication in second language (English) for teaching and learning. Teacher is undertaking a difficult step of imparting language skills to the students as they are not in position of learning new basic skills of language at school and at college level. Students require high level of skills in critical analysis and literary appreciation but they are failing in this which lead to decline in the socio-cultural development. Instructional communication is the best method to impart a second language. Bhati (2016) studied the effectiveness of cooperative learning methods for teaching English students of secondary school. The researcher wants to compare different teaching methods. Teachers must change the roles for knowledge transference to help, promote and encourage learners to acquire knowledge from various media and learning centers. Josephine (2016) studied the effectiveness of a blended learning programme on academic achievement in teaching of physical science among student teachers of Pondicherry, where blended learning was found to be an appropriate method to use in the classroom for increasing academic achievement. Here, students are given freedom to understand the concept on their own level. After going through the above research, it was found that teachers should use those methods which suit best to them for having life-long learning.

**ICT Based Teaching:**

In the world of globalization, every person wants themselves to connect globally which improves their knowledge, skills, information, and utilizing new technology and implementing all those in their real life such that development would occur. ICT used in school, colleges and universities helps the students and teachers to make their content delivery effective which enables them to understand the concept easily. Students and teachers can make the use of recent technology for upgrading themselves. Kumari (2013) emphasized her focus on the study of attitude towards ICT of science teachers at the secondary level in Shillong. Due to lack of using ICT, teachers are lacking behind in leadership, resulting in a decrease in teaching efficiency. Kumari (2013) carried the study of teacher effectiveness of ICT familiar and ICT unfamiliar college teachers. The knowledge of ICTs is essential for college teachers as it increases teacher's performance and also students' achievement (Dwivedi, 2016). Sridharan (2016) carried out research in the area of attitude and aptitude of teacher instructors towards ICT. But due to advancement in technology, a digital gap has been found between the teachers who have access to and control over technology and those who have no access. Realizing the importance of information technology, ICT is now used by the teachers to deal with content in a classroom creating appropriate environment for the media to be used in an effective manner with free access to a large number of information resources but for that teachers should have a knowledge about these. Then only, he will be able to implement it in the classroom as a teaching material for that he/she should be self-confident. If we want that pupil teachers should use technology then, it is the need that arises to prepare them and motivate them during pre-service training. From the above research, ICT is the best method to increase the teaching performance, attitude which ultimately increases students' achievement (Kumari, 2013; Dwivedi, 2016; Sridharan, 2016).

**Curriculum Development:**

It is an important tool for making the interaction between teachers and students where teachers change the curriculum according to the needs, requirements arising from students and society. Demands for all these will be completed when proper supply will be available within the institution and with teachers. After that, teachers will develop their curriculum accordingly with the limited resources available. Lodh (2011) in his study of science curriculum of secondary schools in the state of Tripura found that the curriculum needs to be changed according to present needs so that overall development can be done by acquiring scientific knowledge, skills and experiences. For qualitative improvement in teacher's education, there is a need for re-defining the teacher's role within the framework of pre-service and in-service learning. For that programme, collaboration and networking are essential for ensuring the effective and efficient implementation of the teacher education programme (Taneja, 2014). The main aim of evaluation is to better the course for students of the future. De Kalidas (2018) studied the relevance of the teachers training curriculum in present scenario. His was a historical approach showing the absence of humanistic and nationalistic qualities in the curriculum and also views the present scenario of the society. He recommends a change and modifications of the teacher's training curriculum i.e., B.Ed. with immediate effect to save Indian society and to flourish India by making out the best with traditional values, humanitarian outlook, nation-

loving principles and proper actualization of constitutional values. It can be solved by doing modification with all human values and man-making education and the interest of the nation as a whole with top-most priority and urgency. It concluded through research review that changes in curriculum that builds effective step towards development among teachers and students.

### **Evaluation and Assessment Process**

Both the words are used as a synonym at various places but there is a difference between them. Evaluation is to make the person ranked/positioned in a classroom whereas assessment is made to identify the performance level of students. It plays important roles in the life of teachers, students and parents, where students are continuously evaluated through formative and summative way. Accordingly, suggestions are given to them for improvement and teachers keep in mind through which methods they will teach next time for better improvement. It also plays an important role in teacher perspectives where teacher programme curriculum changes with the rise in demand and supplies them in the proper form, making them effective and competent teachers. Kaur (2013) did an evaluation on quality assurance in higher education. The researcher focuses on catering to the needs arising in the market for providing an effective quality of education at a higher level. Here, the student is evaluating the teaching methodology and curriculum for making it out whether it is focusing on the quality of implementing it to the students and changes as per the rise in needs. Panda (2019) focused on an evaluative study of effectiveness of in-service education programme of elementary teachers. Researcher proposes to study the development of in-service education to assess effectiveness, to study the education needs of the teachers and to find out the priorities arising in the area of in-service education, to study the views of teachers on utility and to suggest guidelines for effective organization of in-service education programme. Development of innovative strategies should be encouraged to ensure the effectiveness of the in-service training programme. It can be concluded that most of the papers were related to evaluation not assessment. Researchers conducted in the area of evaluation have focused on the area of higher level and university level, and not on the area of primary and secondary level.

### **Teacher Development**

The teacher tries to develop themselves in every area they get the opportunity to develop in terms of knowledge, skills, ICT, research area and many more etc. so that all these things can be imparted or been inculcated among the students for development. Teachers will develop only when they want to change or modify themselves rather than someone pushing them to upgrade themselves. Tunio (2012) studied the effectiveness of teacher training programmes in English for secondary and higher secondary schools, forcing on all trained English teachers at Larkana district. The researcher conducted the study on the basis of government educational policies to provide qualitative education to the students through effective instructional methodologies. At last, an objective was achieved where teachers themselves get academic benefits. Teaching will only be effective when the teacher gives quality of education through the improvement in teacher performance as Thakur (2017) inferred from the research on teacher effectiveness as related to cognitive style and emotional competence. After identifying the intervening variables, improvement can be done by knowing about cognitive styles and emotional competence. Ullah *et al.* (2008) studied the effectiveness of teacher education programmes in

developing selected teaching skills for secondary level and means to improve the programmes for pre-service teacher education programmes in Punjab. The researcher mainly focused on the development of skills and behavior of the graduates that can better be evaluated while they were performing the skills and exhibiting the behavior in the classroom. Therefore, the continuous classroom observation method was considered the most appropriate for this study. It was observed through above research that teachers should develop or change themselves in the area of primary and elementary level.

## CONCLUSION

Teacher education programmes include pre-service and in-service teacher training programs. In pre-service programmes pupil-teachers are given knowledge in pedagogy, foundation of education and practical knowledge. In in-service programmes teachers try to upgrade themselves in every area they get the opportunity to develop themselves which would ultimately increase the teaching process during classroom transactions when appropriate methods will be used by the teacher. These will be helpful for the students and pupil-teachers to upgrade themselves. After emergent inclinations discussed above, the need is mentioned so that it might help the upcoming researchers to do research in that area for more development.

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# ANTHROPOMETRIC STUDY OF LOWER EXTREMITY OF MEN OF DELHI NCR FOR FOOTWEAR LAST MODELLING

*Sivasakthi Ekambaram\**

*Chitra Arora\*\**

## ABSTRACT

*In the Indian context, footwear size generally denotes the length. However there is a variation in the girths of feet of Indian men. As part of the research, anthropometric dimensions of lower extremity of 57 healthy men of NCR were collected. Results of analysis on the sample lead to the conclusion that more than one girth option should be made available for the same lengths. The proposal for size and fitting range was prepared. The data which relates to the central sizes and fittings of the sample were selected and central values of dimensions required for last modelling were computed.*

**Keywords:** Anthropometric dimensions, Footwear, girth, lower extremity, men, modelling, size.

## INTRODUCTION

Footwear retailing has a considerable share in the Indian consumer market. The Indian footwear sector has a sizeable contribution to the overall economy, GDP and is well positioned globally. It also generates employment opportunities which are quite diverse, inclusive and equitable embracing weaker and minority communities. Considering segmentation on the usage pattern, men's footwear occupies the maximum market share. However India lacks robust statistical data on anthropometric dimensions of lower extremity which are essential for manufacturing shoes and boots which would fit the Indian lower extremity type. Shoes and boots manufacturers primarily rely heavily on size charts of European countries. This dependence is harmful to both the lower extremity as well as the shoe and boot. The shoe and boot not only protect the feet but also affects the human physiology and also pathology. The design and manufacture of shoes and boots according to the anthropometric dimensions of the lower extremity is made possible through a three dimensional solid form of the lower extremity referred to as the 'last'.

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\* **Sivasakthi Ekambaram** is Associate Professor at Leather Design Department, National Institute of Fashion Technology, New Delhi and Ph. D. Scholar at Department of Fine & Performing Arts, Mewar University. Author for correspondence. Email: ekambaramsivasakthi58@gmail.com

\*\* **Dr. Chitra Arora** is retired Associate Professor at Fabric and Apparel Science Department, Institute of Home Economics, University of Delhi, Delhi.

Owing to the improved standard of living and other stimulating factors, the present day children and young persons mature early, both physically and mentally. One concept used is that of secular acceleration evidenced by the faster growth of the lower extremity. This also affects the final length of the lower extremity and the proportional growth of all zones of the lower extremity. (Stastna, 1991). In order to propose a strategy for providing well fitting shoes and boots to Indian office going men, anthropometric dimensions of the lower extremity were collected and the results of the survey are discussed in this paper.

## **METHODS**

The lower extremity referred to in this paper includes the leg and the feet.

### **Anthropometric dimensions**

#### *Feet*

Identified anthropometric dimensions of feet of Indian men, have been collected following Shoe and Allied Trades Research Association (SATRA) foot measurement system for both the right and left feet.

#### *Leg*

Since styles of men's workplace casual footwear includes boots, certain anthropometric dimensions of both the legs were also collected using the procedure outlined in ISO 8559:1989(en) standards.

### **Population Group**

The geographic area of the survey was restricted to the Delhi - National Capital Region (NCR). Migrants from other states constitute a sizeable portion of Delhi's population. Employment factor and the capital's strong labour market is the major reason for migration of the population, especially men, from other states to Delhi (Dupont, 2000). The migrants are mainly from the northern, eastern, central and other regions. (Department of Urban Development, 2009).

### **Inclusion Criteria**

All participants whose anthropometric dimensions were taken up for further statistical analysis met the following inclusion criteria: participants were to be without any lower extremity and lumbosacral (lower back) anomaly (Tomassoni, Traini & Amenta, 2014). The survey was also restricted to people whose both feet appeared similar (Gopalkrishna, 2014).

Male volunteer subjects from among offices located in the National Capital Region of Delhi participated in the survey. All subjects were physically active. A total of 74 adult male subjects participated. 57 of them fulfilled the inclusion criteria and the anthropometric dimensions data from the rest 17 subjects were eliminated from the analysis. The age range of the subjects varied between 20 to 59 years.

These data were entered in an Excel spreadsheet for further analysis using SPSS software. The mean data for the anthropometric dimensions of the right and left lower extremity was calculated and entered in additional spreadsheets in the same excel file. Data fields were

regrouped state – wise (domicile/ ethnic origin) and size wise and additional spreadsheets were created in the same master file.

**Table 1: Domicile State – wise break up of subjects**

S.No.	Data record from state	Subjects	x 94
1	Uttar Pradesh	16	1504
2	Uttarakhand	10	940
3	Haryana	8	752
4	Native Delhites	6	564
5	Bihar	6	564
6	Tamil Nadu	6	564
7	Rajasthan	2	188
8	Punjab	1	94
9	Orissa	1	94
10	Andhra Pradesh	1	94
	<b>Total</b>	<b>57</b>	<b>5358</b>

Data of each state was compared with that of rest of sample, i.e. it was tested whether foot sizes of subjects with ethnic origin of a particular state for e.g. Uttar Pradesh differs significantly from the foot sizes representing rest of the sample. The computation results were summarized for the main parameters such as stature, body mass, stick length, plan length, size measured through combination Brannock device, joint width and four girths measured.

In the Indian context footwear size generally denotes the length. Only a few retail brands offer a range of width fittings for each size in India. In the absence of fitting options for given length of shoes in retail outlets, there would be a feet Vs shoe mismatch, since there is a variation in the widths of feet of Indian men.

By using the joint girth for determining fitting groups there are two alternatives

**Table 2: Alternatives for levels of coverage**

Alternative		Explanation %	Fitting coverage
1	4s/6	$= \pm 2s$	90
2	2s/6	$= \pm 1s$	75

Real coverage is the product of the coverage in length and girth. Thus the first proposed option offers 81% ( $0.9 * 0.9 = 0.81$ ), the other 67.5% ( $0.9 * 0.75 = 0.675$ ) coverage. The number of fitting groups to be retailed varies between 4 and 8. This may be reduced if the same computation is made for sub-domiciles where deviations in girth are smaller. The basic input data consisted of computed central tendencies of sizes by applying a conversion formula to stick length, SD ( $\sigma$ ), half size  $\Delta$  and batch size.

When considering the length of the foot and footwear it is obvious that footwear ought to be longer than the foot for so – called toe allowance. According to last designing principles it

could be of two kinds: allowance calculated by taking into account medical recommendations – minimum allowance – and fashion trends – decorative allowance. Functional allowance provides available free room not limiting functional movements of the foot, of changing the foot length caused by both external and internal reasons. Additional allowance is applied to the toe shape of footwear (its width, height) and changes from 0 up to 25 mm, in some cases even longer.

Detailed researches have shown that functional allowance should not be identical for the lasts of different size groups, and also for the lasts of various lengths in identical size groups. In the footwear for adults growth of whose foot in length is completed, functional allowance should be 2.5 to 3% of the foot length (Chentsova, 1974). Such allowance provides in exact measure free room in footwear, necessary room for lengthening the foot during movement (apparent increase of the foot length), and also for the foot lengthening under load, daily changes etc.

The analysis steps were performed primarily for English foot sizing system. This task required recommendation of girth increments for sizes and fittings in order to cater to maximum percentage of the population.

### **The English size system**

1 English size = 1/3 inch = 8.46 mm, the English size is the number of English units rounded off to the nearest whole number, beginning with 4 inches, i.e.,

English half size =  $\{[3 \times (\text{Stick length in millimetres} + 12.7)] / 25.4\} - 25$  rounded off to the next higher half size.

The batch size assumed is 60. Central tendencies, SD ( $\sigma$ ) of dimensions of each size were used to create girth groups. The number of fittings required was computed as shown in equation

$$w_g = \frac{\Delta_g}{\Delta_x}$$

$w_g$  – no. of fitting groups

$s$  - SD ( $\sigma$ ) of girth

$\Delta_x$  – joint girth increment

Most commonly used increment in girth is 6 mm.

### **Joint Girth Increments.**

When grading shoe lasts (and subsequent basic shells, upper and other component patterns) two increments are usually in use.

1. Girth increment of two subsequent sizes of same fitting group
2. Girth increment of two subsequent fittings of same size.

The analysis was done on one sizing system which can be easily extrapolated to other systems. Weighted averages as in following equation were used to compute the girth increments.

$$\Delta g_1 = \frac{\sum_{i=Z_{\min} + \Delta z}^{Z_{\max}} n_i (x_i - x_{i-1})}{N}$$

$Z_{\min}$  – smallest size

$Z_{\max}$  – largest size

$\Delta z$  – size increment

$n_i$  - no. of measured feet i th size

$x_i$  - mean joint girth of i th size.

Computations were carried out in a spreadsheet. A faster alternative way to calculate increments in other size systems, is as shown in following equation.

$$\Delta g_1 = \Delta g_0 \frac{\Delta z_1}{\Delta z_0}$$

where  $\Delta g_1$  is the required increment in the target size system with  $\Delta z_1$  increment of the length scale,  $\Delta g_0$  and  $\Delta z_0$  are the known values (all expressed in mm).

Based on the experience accumulated by shoe last designers and shoe fitters (retailers) over the past decades the following simple basic rules for transforming girth and width dimensions of feet into the same of shoe lasts are adopted:

1. The last girths are five to ten millimeters < feet girths.
2. The last joint width is usually 90% of feet joint width.
3. The last heel width is usually 95% of feet heel width.

**JOINT GIRTH SPREAD AND COVERAGE**

The ultimate aim of any lower extremity anthropometric survey is to create and recommend appropriate tables consisting basic dimensions to model lasts of size range which will cater to maximum percentage of the population. In order to achieve this

1. English half size system was followed for the research reported in this thesis.
2. Establish the starting point of fitting groups, which is the central size and fitting and the related girths deduced from lower extremity anthropometric measurement;
3. Girth increments for sizes and fittings

The actual joint girth was calculated as shown in the following equation:

$$g_{z,w} = g_0 + \frac{z - z_0}{\Delta z} \Delta l_z + \frac{w - w_0}{\Delta w} \Delta l_w$$

- $g_{z,w}$  - joint girth, z – size w - fitting,

- $g_0$  – joint girth of central size
- $z_0$  - size,  $w_0$  - fitting of central size
- $\Delta z$  – half size increment  $\Delta w$  – fitting increment,  $\Delta z = 0.5$  or  $\Delta w = 1$  for English half sizes),
- $\Delta l_z$  – joint girth increment by size,  $\Delta l_w$  – joint girth increment by fitting

Another option of arriving at the central fitting is through the following equation:

$$c_g = g_0 - \frac{z_0}{\Delta z} \Delta l_z - \frac{w_0}{\Delta w} \Delta l_w$$

The joint girth was now computed by using the respective simple linear equation which is as follows:

$$g_{w,z} = z \Delta l_z + w \Delta w + c$$

- where  $c = c_g$  for computation of joint girth.

Sample shoe lasts are built on the bottom insole pattern when normal cemented technology is applied in shoe assembly. The procedure of constructing the shoe last bottom, longitudinal section and a couple of cross section patterns, is as per the methods outlined in Last designing & making manual based on the geometric method by George Koleff, 1997.

## DISCUSSION

Based on the statistical analysis the following were the findings:

1. Significant differences were observed in stick length, plan length, Size – heel to toe measured using combination Brannock device, joint width, joint girth, long heel girth and short heel girth of men of Bihar as domicile to the men from rest of the sample.
2. Feet of men with Bihar as domicile are about 12 mm or three English half sizes shorter than feet of men from rest of the sample. The required size range is also narrower in case of men with Bihar as domicile.

When significant differences in foot dimensions are detected between men of different domicile then the size group can be divided into sub groups.

The two types of foot length – stick length and plan length are interchangeable, but stick length is a key dimension. Results of the regression analysis over sample yielded the following results:

1. Impact of body mass and stature is decreasing by age. The volume of men's feet does not depend on the body structure.
2. Most of the linear measurements of the same direction i.e. length dimensions exhibit stronger relationships.
3. Height direction has no strong relationship with length and width directions.
4. Stick length did not have relationship with most of the girth dimensions. Therefore for healthy shoes and boots more than one girth option should be made available for the

same lengths.

5. Girths do not correlate with the respective heights therefore joint girth should be used as one of the volumetric property of feet and shoes.
6. Since stick length correlates with more other measurements than joint width or girth it should be the main foot dimension for size indications.
7. Multiple linear regression does not show much stronger relations than paired.

### **Creation of Size Range**

After having entered the inputs the computations were made in SPSS software as per normal distribution and size range was recommended together with the number of pairs to be supplied in each size. As the actual computation was made on a discrete variable and the algorithm included rounding off functions, the results i.e. the total number of pairs and actual coverage will always differ slightly from the targeted values indicated by inputs. Thus the proposal for size range was prepared. Recommended size range for English half size is reported in the Ph D Thesis.

When 90% size coverage is mentioned this is with reference to stick length only. The low correlation between length and girth measurements suggests that for a given length multiple joint girth options need to be provided.

The number of joint girth options to be provided for each English half size for both 90% and 75% population coverage was found out. Joint girth increments were computed and based on international conventions one fitting range was recommended for India. The theoretical increment of ball girth by English half sizes was found. Based on the lower extremity survey results and taking into consideration the international practice a table of increments was recommended to be adopted in Delhi NCR. Joint girth increments in mm by length and by width group were recommended. Using the basic data derived from the lower extremity anthropometric survey the central size for last of sample was deduced. Using the results of the anthropometric survey of lower extremity starting (central) values of joint girth of central sizes were set for fitting tables of the sample. The central fitting group rounded off was found in English half size. Substituting the recommended values in the equation, intersection with vertical axis/ constant for computing joint girth was proposed.

The central dimensions derived from the anthropometric survey mentioned are dimensions of the lower extremity of men. There is no scientific algorithm to convert these dimensions to last dimensions. But these dimensions are to be graded to get the required size and fitting ranges.

The data which fell into the central sizes and fittings of the sample were selected and central values of dimensions required for last modeling were computed. Using the data from the lower extremity survey the shoe last patterns was constructed for the mean size of the sample. This is then used for constructing patterns for components such as insoles, heels, shanks, outsoles and or for the cavity of corresponding moulds. The pattern is also used for quality control and shoe size grading. Joint girth table for men's shoe lasts for English half size was recommended.

The logistic regression models obtained clearly point out that not only lower extremity dimensions are important for footwear comfort but also fit preferences. However, future research may look into wider fitting trials to rate user's expectations and measure plantar pressure distribution, weight and shock absorption which perhaps can be considered for a foolproof comfort. Modern 3D surface scanning systems can also be employed for effective production.

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## BOOK REVIEW

*Review by Manisha Bose\**

### LIVING HANUMAN

(A Journey from a selfie to the Self through Shri Hanuman Chalisa)

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*Living Hanuman* is a syncretic commentary on *Shri Hanuman Chalisa*, a popular hymn of 43 verses originally composed by Goswami Tulsidas in 16<sup>th</sup> century CE. The book goes beyond the hymn, explaining the whole Vedantic tradition in the modern context. This is one of the best commentaries on the *Chalisa*. The author dives into explaining seed syllables and explaining the entire cosmic knowledge contained within these seeds. He interprets the *Chalisa* as applied to modern life. Every verse ends with *In-Journey* which is a section containing self-reflective questions for today's readers. This is followed by *My Action Point* which urges the reader not to merely reflect but act upon his/her own lives. Each verse is presented in a profusely holistic manner, including a section each on *HIM meditation*, *Yoga* and *Ayurveda*.

Very ingeniously, Hanuman has been used as a metaphor for breath awareness and *seva* (self-less service) which is a universal phenomenon, not restricted to a particular religion. The author inspires the reader not to look for Hanuman outside, but within oneself. The book stands out in its content as the author comes from this tradition. Thus, he could write from an inside-out perspective, giving a very valuable outlook on the subject. The book is a very well researched work and no leaf has been left unturned in that respect. Hanuman's *Mytho- biography* (p. 48) has been traced and his horoscope has been created. Many myths relating to Hanuman are debunked. One such being on gender neutrality establishing that "*at the level of conscious awareness of the self, no gender remains*" (p.67). The author deflates the belief that women cannot worship Hanuman by establishing that Hanuman's whole journey starts by using all his might to save a woman in forceful captivity. At the spiritual level, the author asserts, "*Compassion, surrender and living from the heart center are all feminine qualities*". Further, "*offerings that arise from these feminine attributes are accepted by Shri Hanuman, and not just dry masculine ranting of mantra and rituals*" (p.67).

The reader who is seeking to read a book for its language will truly marvels at author's writing style. His linguistic acumen resonates with the profound content he has written. The language in the book flows literally and literarily, holding the contextual ingredient of the book firmly.

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\***Manisha Bose** is Lecturer, Institute of English Language Education, Assumption University of Thailand.  
Email: manishabose1974@gmail.com.

While explaining the *Chalisa* and beyond, in his effort in making Hanuman living, he juggles with the words, quotes, poets, *kavi* while quoting rishis, gurus, modern and ancient Vedantic texts. He does not stop at that, but quotes scientists, psychologists and mathematicians to explain spirituality. Every part has a traditional narrative along with modern anecdotes which can be used at domestic, corporate as well as spiritual levels. The reader will be pleasantly accosted with the new phrases and words creating an ingenious word play for those seeking linguistic pleasure.

After he explains the *Chalisa* using his all-rounded knowledge backed by linguistic acumen, the author goes beyond the *Chalisa* and writes about some very profound, thought provoking contents. To mention a few, I would begin with his concept of *Unifying Streams* (p.559) where the author connects all the religions as one stream of consciousness, thus disrupting the division and uniting all in one singular breath. He alludes to all the religions throughout the book as well in a dedicated section. Christianity, Buddhism, Islam, Sufism, Jainism, Zoroastrianism, Judaism and other world religious practices in African countries along with Atheism are explored for their common substratum. The author very fearlessly claims that Hanuman is **not** a Hindu god. The author urges the readers to follow the Vedic sentiment of *vasudhaiva-kutumbakam*, meaning thereby the whole world is one's family. He says, "*Let us make a new beginning of theo-synergy*". He further declares, "*We have had enough of value education; now is the need for value infusion*" (p.565). Islam (pp.642-674) has been prolifically presented for its shared message.

The burning social need of Organ Donation is profoundly interwoven with spirituality in this book, encouraging the readers to pledge their organs for donation. The author elucidates that Hanuman is called *Bajrangi*, meaning whose body is made of *Vajra*. *Vajra* was created out of the spinal column of the ancient sage Dadhichi who had donated his body to Indra. "*Hanuman directly becomes a vector for organ donation*", writes the author. He explains quoting the *Gita* that the body is merely a piece of cloth which is dropped at the moment of death. "*Just as we donate our old clothes we need to donate our body upon our leaving it to those who need it - for retrieval of organs or for medical students to study*". Very ingeniously, he has handled the spiritual aspect of people who are against it or dubious about it or confused about organ donation post-death. He has taken allusions from all the religions of the world to justify and explain this crucial need of the hour. He proves it that "*all religions unanimously agree on the merit of saving life under all conditions, including human organ donation and transplant if needed*".

The author has further translated the *Chalisa* into English poetry (p. 543). The lyrical quality of the original is very aptly retained. However, the original hymn written in Avadhi language still remains more profound in its rustic lore, being deeply embedded in our minds. The English version can be sung by those who are English speaking, to enjoy the essence of the original hymn.

The book is truly a life coach on path-finding through Practise (p.698) and spiritual progress (p.745). Along with discovering the embedded *mantras* in the *Chalisa*, like the *Gayatri mantra* (p.529) and the *Navaran mantra* (p.104), including the mirror on the wall of one's personal alter to offer prayers to one self where god resides, the Hanuman-yantra is presented and explained as the Happiness Yantra for those seeking self-growth. This 902 pages' book is a complete tool kit to self-improvement.

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