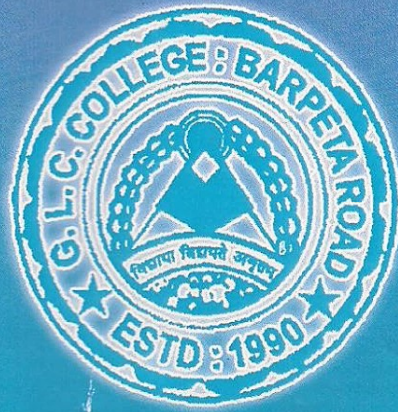


VISION

# VISION

G.L.C. College Bi-annual Periodicals

(Vol. - II, Issue - II, January, 2015)



Editor

Dr. Jaya Biswas Kunda

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# VISION

G.L.C. College Biannual Periodical

Vol. - II, Issue- II, January, 2015



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G.L.C. College  
Barpeta Road, Assam

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Vol. - II, Issue- II, January, 2015

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## EDITORIAL

The Second issue of 'VISION' compilation of articles on socio-economic, cultural and literary issues.

This issue also highlights the problems related to Research Methodology. I do hope it would be helpful for the scholars undertaking research works.

I convey my gratitude to the Principal, my esteemed colleagues, non-teaching staff, and all others for their encouragement and cooperation without which the publishing of the second issue of VISION would have been impossible.

Editor,  
Dr. Jaya Biswas Kunda  
Asst. Prof. in Economics  
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## RESEARCH PROBLEM

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**Introduction:** - Selecting and properly defining a research problem are regarded as the most important steps in research process. A researcher must find out a research problem and formulate it so that it becomes susceptible to research. Like a medical doctor, a researcher must examine all the symptoms of the problem before diagnosis correctly. It is imperative for a research to know about a research problem before selecting it.

**Meaning of a Research Problem:-** Generally speaking a research problem means some difficulties which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution of it. A research problem should have the following components;

- ◆ There must be an individual or a group of individuals having some difficulties or problems.
- ◆ There must be some objective(s) to be attained at one cannot have a problem without wanting something.
- ◆ There must be at least two alternative means or courses of action for obtaining the objectives.
- ◆ There must have some doubt(s) in the mind of a researcher with regard to the solution of alternatives. It means that a research must answer the question of the relative efficiency of the possible alternatives.
- ◆ There must be some environment(s) to which the difficulty pertains.

Thus, a research problem is one which requires a researcher to find out the best solution for the given problem. It means finding out the ways necessary for attaining the objective optimally in the context of a given environment. But a number of factors like environmental change affecting the efficiencies of the courses of action or the values of outcomes, largeness of the number alternative courses of action and affecting the persons not involved in decision making etc. many contribute in making the problem complicated. So., such factors, especially the important ones must be duly considered in the context of a research problem.

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Sources of Research problem:- The notable sources of research are as follows-

- ◆ The various Socio-Economic, Political/ Educational and Cultural Phenomena whether already studied or not are obviously some sources of research problem.
- ◆ The drastic changes in the Socio-economic, educational and cultural fields etc. caused by science and technology bring forth new problems and new opportunities for research.
- ◆ Records of previous research, subjectwise encyclopaedia, Research abstracts. Research Bulletins, Research Reports, Journals, Dissertation, Text book assignments, special assignments, reports and term paper provide source of research.
- ◆ Discussions and exchanges of ideas and seminars with the faculty members fellow scholar and students suggest many stimulating problems for research.
- ◆ Consultations with an expert, research supervisor, research guide, a course instructor or a senior scholar lay down the foundation of research problem.
- ◆ A questioning attitude towards prevailing practices and research-oriented academic experience may develop problem-awareness.

Selecting Research Problem:- The research problem undertaken for study must select with utmost care. Although the task of selecting a research problem seems to be easy, yet it is a very difficult one. Of course in this case assistance may be taken from a research guide. But a scholar should not completely depend on his guide. That is, a problem must spring from the researcher's mind like a plant springing from its own seed. If our eyes need glasses, it is not the optician alone who decides about the number of the lens we require. We have to see ourselves and enable him to prescribe for us the right number cooperating with him. Thus a research guide can merely help a researcher in selecting a problem. However, the following criteria's may be observed by a researcher in selecting a research problem.

- ◆ The Subject which is overdone should not be normally chosen; because it will be difficult to throw a new light in such a case. Of course already investigated problem may be undertaken for verification of the finding using newer and better devices and procedures.
- ◆ Controversial subject, as far as possible, should be avoided.

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- ◆ Too narrow and too vague problems should be avoided.
- ◆ The familiar and feasible problem should be undertaken for research.
- ◆ The importance of the subject, the qualification and training of a researcher, the costs involved, the given time etc. are some factors which play a vital role in selecting research problem.
- ◆ The researcher should ensure the availability of valid and reliable data-gathering devices and procedures.
- ◆ A researcher must ensure that necessary permission and cooperation will be readily available in course of interviewing people, meeting the citizens, writing for data, going through records and conducting experiments etc.
- ◆ The immediate application of a research problem must be taken into account.
- ◆ The nature and scope of a study should be determined in the light of levels like master Degree, M. Phil Degree and Ph.D. It may be an action research, or a research to produce a research paper or an experiment project.
- ◆ A researcher must have courage and confidence to face any kind of opposition, criticism and other difficulties.

The above mentioned points may help in removing boring drudgery in research and in creating it a lover's labour. Again zest for work is a must.

**Necessity of defining the problem:-** After the problem has been selected, it must be defined and stated in precise terms; because it serves as a guide in planning the study and interpreting its results. It also helps in discriminating relevant data from the irrelevant ones. A proper definition of a research problem will enable the researcher to remain on the right track. Therefore refining a research problem properly is prerequisite for study and is a step of the highest importance.

**Defining the problem:-** Simply speaking defining the research problem means the separation of the problem from the complex of difficulties and needs. It stands for putting fencing around it, to separate it by careful distinction from like questions found in related situations of need. Thus defining a problem involves the task of laying down boundaries within which a researcher shall study the problem with a pre-determined objective in view.

**Technique involved in defining a problem:-** The task of defining a research problem is certainly very difficult. Of course it can be intelligently overcome

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to avoid perplexity encountered in a research operation. Usually a researcher may pose a question and setup techniques and procedures for throwing light on the question concerned for defining the research problem. But such approach may not produce definite result and may not be suitable due to phrase of question in broad general terms. The challenges arising in course of defining a problem may be checked with the help of the techniques briefly mentioned below-

Statement of the problem in a general way:- A researcher must state the problem in general way, keeping in view either some practical concern or some scientific or intellectual interest. For this purpose a researcher must acquire immense and thorough knowledge of the subject under study with the help of some field observation and preliminary survey known as pilot survey. A researcher may consult with his guide regarding the problem and then narrow it down and phrase it in operational terms.

Understanding the nature of the problem:- A researcher must acquire clear understanding regarding the origin and nature of the problem with the help of discussion with those who have a good knowledge of the problem concerned or similar other problems. If the researcher has stated the problem himself, he should consider once again all those points introduced by him.

Surveying the available literature:- In order to find out what data and other materials, if any are available for operation purposes, a researcher must devote sufficient time for survey, examining and reviewing all available relevant theories in the field, reports, records and literatures. It assists a researcher to know the difficulties of the problem and their better solution.

Developing the idea through discussion:- A researcher can take the help of the experience survey to develop new ideas. That is, the researcher must discuss his problem with his colleagues and others having experience in the given field or similar other field.

Rephrasing the Research problem:- After reviewing, examining and surveying the available literature and discussing the problem, a researcher can easily rephrase it in to an operational term.

In addition to the above, the following points must be taken into consideration while defining a research problem -

- ◆ Technical terms and words or phrase with special meaning should be clearly defined.
- ◆ Basic assumptions or propositions, if any, with regard to the

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researcher problem should be clearly stated.

- ◆ A straight forward statement of the value of the investigation should be provided.
- ◆ The suitability of the time-period and the sources of data available must be consideration in defining the problem.
- ◆ The Scope of the investigation or the limits within which the problem is to be studied must be mentioned explicitly in defining a research problem.

**Delimitation of the problem:-** Delimitation means putting restrictions and limitations by a researcher in his given study, (t is a statement of the limits or scope of the investigator. It provides the information concerning who, what, where and how many. So it deals with the geographical limits, time limits, types of subjects, number of institutions geographical areas and persons etc. to be selected for sampling etc. The task of delimitation helps in focusing attention on pertinent objectives and minimizing the danger of over simplification.

**Common errors and bias in selecting and formulating a research problem:-**

There are a number of errors and bias in research, especially in social science research which stand in the way of attaining objectivity - the willingness and ability to examine evidence may prejudice. An average research worker may commit a number of errors while selecting and formulating a research problem such as broadening or narrowing the topic, stating the investigation in impossible irreverent, unscientific ways and lack of precision in instrument. The factors like personal motives, personal motives, customs and superstitions, self - interest, complexity of the subject matter, qualitative nature of subject matter, lack of uniformity, misunderstanding caused by lack of knowledge, quick and hurried performance, moral values, ethnocentrism, external pressure and ignorance etc. may challenge objectivity of research problem. The researcher may be a scot goat to a number of bias of himself and other e.g. personal bias of the researcher himself, bias of informer, bias of questionnaire, bias of common sense so and so forth.

**Measured for removing bias and achieving objectivity:-** Certain research procedures based on scientific method may go a long way in removing bias, errors and achieving some amount of objectivity in research, especially in social research. These are-

- Use of standardized terms and concepts.
- Use of Empirical method

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- Use of Quantitative method
- Group research
- Use of Experimental method
- Use of Random Sampling
- Use of mechanical method
- Use of inter-disciplinary Technique.

**Conclusion:-** It is vivid from the above mentioned discussion that in order to make the research problem realistic in terms of the available data and resources and analytically meaningful some sequences are necessary. All these results in a well defined research problem that is not only meaningful from an operation point of view but is equally capable of paving the way for the development of working hypotheses and for means of solving the problem itself. But everything depends on the attitudes of the researcher himself who acts as the hero of the whole show. □□

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## PATBAUSHI SATTRA: CULTURAL HERITAGE OF ASSAM

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Sattars of Assam are considered as socio-cultural and religious institution. Sattras were founded by the great Saints of Assam. Sattar have a great impact on social, political as well as economic life of people. Although the Sattras were established for propagation vaishnavite faith but with passage of time these institution gradually transformed into open Universities to be become all embracing socio-cultural centres covering numbers of subjects including education, music, dance, drama, fine art, ivory works etc.

Srimanta Sankardeva established two types of religious institution like, Naamghar and Sattra. Naamghar is village level institution while the Sattra is more central institution. The Naamghar and Sattra played a vital role in the social life of Assamese people. The Naamghar or Sattra is a secret spot none any assault any person or use bad language here. Further there is hardly any caste distinction in the Naamghar reminding one of Sankardeva's diction "Bhaktia-Nahi-Jati-Ajati-bichara"

Mahapurush Srimanta Sankardeva established patbaushi Sattra in 1464 Saka (1546 AD). Patbaushi Sattra is situated in the south-East site of Barpeta town. It is near about 5 K.M. away from Barpeta town and about 4 K.M. from Barpeta Sattra established by Mahapurush Sankardeva. The ancient name of "Patbaushi" was known as "Baushi". Baushi covered a large jungle area. The area covered Chenga, Bahari in East site and Na-Kanda river in west site. But it is not possible to give the proper boundary of Baushi. In the book "Gurucharit". Baushi is known as "Baushi Paragana". The place where Patbaushi Sattra is situated was known as "Baraljar". The east site of 'Dhanukhanda jaan' of the Sattra is known as "Byaspara" and both this sites together by known as "Baushi".

Mahapurush Sankardeva along with his disciples came from upper Assam and settled for six months at Kaplabari near the village of Chenga of Barpeta district but the place was not suitable for living and therefore, he came to another place named "Chunpura" of Barpeta. He entered Barpeta through 'Galiya jaan' and settled there for short period. After a

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great deal of moving Mahapurush Sankardeva arrived at Patbaushi. In 16th century, when Manapurush Sankardeva, Madhavdeva, Demodordeva, Harideva, Narayandas Thakur Ata established the "Bedi" of vaishnavite religion then the place is considered as 'Pat' (a big centre of bearing) and as such it is known as 'Patbaushi'

The Sattrra is market by the existence of 'Manikut', Naamghar, Math, Dou, Patkuwa of Kalindi Aai, padasila (for stone) of Sankardeva and a museum is established inside of the Sattrra campus.

In the early stage, Kirttanghar and Manikut of Patbaushi Sattrra made on thatch, came, bamboo but about 95 year ago some local people built the roof of the Kirttanghar with tin. In 1962 Math was built from the donation that donated by Government and local people of Barpeta. In 1987, AGP Govt. and in 1990, DRDA had provided donation for built the main gate, Manikut, Gosaighar of Kalindi Aai and Manch (Stage)

While at Patbaushi Srimanta Sankardeva move the 'Brindabari Bastra (cloth) at the request of king Nara Narayan. It was designated here that from the birth of Sri Krishna to kill Kongscha with this purpose he came to Barpeta (Tati Kuchi) and with Madhabdeva met the weavers and with their help completed the task.

Patbaushi Sattrra played a vital role for spread vaishnavite faith in Assam. Srimanta Sankardeva had lived 18 years 6 months in this Sattrra. From this place he spread his faith literature, music, art to his fullest form. Among his literature works he completed his rendering of the 'Bhagavata purab' and wrote other independent wroks. He continued composing the 'Kirttan Ghosa' further translated the first book of the Ramayana (Uttara Kanda) and instructed Madhadeva to translate the last book (Adikannda). He wrote four drama viz- Parijat Haran, Rukmini Haran, Kaligopal drama, Another drama written at Patbaushi, "Kangsha Badh" is lost. At Patbaushi he had sent his Bargeets numbering about 240 to Kamala Bayan. But unfortunately his house was gutted and most of the Bargeets were lost. Only 34 aare remaining today.

In the Museum, there are more valuable articles associated with him such as masks which are used in drama, 10 nos. Rabbon's head, two doors of copper (donated by Laksmi Singha, Shaka 1694) 4 nos. of Sarai, a wooden 'Ural', a stone used for broken rice, the valuable literature written on "Sachipat, like Gunamala (32 nos. of page) Kirttan Ghosa (72) Adi Dasham (97) Nini-Naba-Sidha Sangbad (16) Kaliya Daman Drama (6) Rukmini Haran (14) Parijat Haran (12) Patni Prasad (11) Ras Keligopal (19) Ram Bijoy (9) etc.

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Patbaushi Sattras as one of the chief Religious centres of Assam has maintained its religious impact on the local people and set of traditional functions. In this Sattras the devotees daily perform for two times prayer in morning and evening period. The occasional observances of the Sattras may be divided -Guru Kirttan (The Kirttan of Mahapurush Sankardeva and Madhabdeva) The festival connected with birth and death anniversary of them. Death anniversary of Sankardeva celebrates for there to five days known as Tirovab Tithi, Bihu, Douh, Janmastami festival celebrates in this Sattras.

During the performing of 'Naam-prasanga' women are not allowed to enter into the Kirttanghar but in the rest of the time they are allowed. In every day, many devotees comes from different direction of Assam. If Tourism Dept. of Assam Govt. take initiative regarding to increase the number of eligims in this place than the importance of this cultural heritage site will be spread in all over India. □□

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## TYPES OF RESEARCH AND ITS USES

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The word research is derived from the French *recherch*, from *rechercher*, to search closely where 'chercher' means to 'look for' or 'to search'

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems formulating hypothesis or suggested solutions; collecting organizing and evaluating data; making deductions and reaching conclusions and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis. Now, the question arises what makes people undertake research?

This is a question of fundamental importance. The possible motives for doing research are the following.

- (1) Desire to get a research degree along with consequential benefits;
- (2) Desire to face the challenge in solving the unsolved problems;
- (3) Desire to get intellectual joy of doing some creative work;
- (4) Desire to be of revise of society.
- (5) Desire to get respectability.

The different kinds of questions which instigate research require approaches to research which are distinguished by their theoretical background and methodologies. Several types of researches are identified as:

- (1) Historical
- (2) Comparative
- (3) Descriptive
- (4) Correlation
- (5) Experimental
- (6) Evaluation
- (7) Action
- (8) Ethnogenic
- (9) Feminist
- (10) Cultural

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(1) Historical Research:

This type of research has been defined as the systemic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusion about past events. (Borg, 1963)

Historical research is not based purely on scientific method. Because the data used are random based on direct observation or experimentation. The problem for historians tends to be the paucity of information, which scientists are often, overwhelmed it. All research students, whatever their chosen field of study, have to undertake a review of literature. This is a study of what has been done and written in the past, and so the principles of historical research can be seen to be of direct relevance to their of the this work.

(2) Comparative research:

Comprative research is often used together with historical research. Researchers compare people's experience of different societies, either between ..... the past or in parallel relations in the present. There studies can be on the macro level or on the micro level.

Experimental research where the researcher can artificially control causal factors' is not possible in social research. However, the idea is put forward that history and comparison can often supply the researcher with what is a natural experiment.

(3) Descriptive research:

Descriptive research relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e., what can be predicted to happen again under the same circumstances.

As descriptive research depends on human observation and responses, there is a danger that distortion of the data can occur. This can be caused, among other ways, by inadvertently including biased questions in questionnaires or interviews, or through selective observation of events. Although bias cannot be wholly eliminated an awareness of its existence and likely extent is essential.

(4) Correlation research: (Quantitative Research)

The information sought in correlation research is expressed not in the form of artifacts, words or observations, but in numbers while historical and descriptive approaches are predominantly forms of qualitative research, analytical survey or correlation research is principally quantitative. 'Correlation' is another word to describe the measure of association or the relationships between two phenomena. In order to find

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meaning in the numerical data, the techniques of statistics are used. What kind of statistical tests are used to analyse the data, depends very much on the nature of the data.

In order to produce statistically significant results quantitative research demands data from a large number of cases. Greater numbers of cases tend to produce more reliable results; 20 - 30 is considered to be about the minimum, though this depends on the type of statistical test applied. The data, whatever their original character, must be converted into numbers.

Correlation research allows for the measurement of numbers of characteristics and their relationship simultaneously. Particularly in social science, many variables contribute to a particular outcome. Unlike other research approaches, it produces a measure of the amount of relationship between the variables being studied.

(5) **Experimental research:**

Experimental research differs from the other research approaches noted above through its greater control over the objects of study. The researcher strives to isolate and control every determines the events investigated, so as to observe the effect when the conditions are manipulated. Chemical experiments in a laboratory represent one of the purest forms of this research type.

The experimental methods used must take account of how much it is possible to control the variables. Writers of textbooks on research have classified experimental design in different ways. Campbell and Stanley (1966) make their categorization into four classes:

- (1) Pre-experimental
- (2) True-experimental
- (3) Quasi-experimental
- (4) Correlation and ex post facto
- (6) Evaluation Research:

This is a descriptive type of research specially designed to deal with complex social issues. It aims to move beyond 'just getting the facts' in order to make sense of the myriad human, political, social, cultural and contextual elements involved. The latest form of this type of research, named by Guba and Lincoln as fourth generation evaluation, has, according to them, six properties, such as-

- (1) The evaluation outcomes are not intended to represent 'the way things really are, or how they work
- (2) In presenting the construction, it is recognized that they are shaped to a large extent by the values held by the constructor.'

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- (3) These constructions are to be inextricably linked to the particular physical, psychological, social and cultural contexts within which they are formed and to which they refer.
- (4) It is recognized that the evaluation of constructions with this type of research is highly dependent on the involvement and viewpoint of the evaluators in the situation studied.
- (5) This type of research stresses that evaluation should be action oriented.
- (6) Due regard should be given to the dignity, integrity and privacy of those involved at any level, and those who are drawn into the evaluation should be welcomed as equal partners in every aspect of design, implementation, interpretation and resulting action.

There are two approaches of evaluation models. They are:

1. System analysis consisting of three stages:
  - (a) Identifying an encompassing whole (system) of which the phenomenon or problem is a part.
  - (b) Evaluation of the behaviour or properties of the encompassing whole.
  - (c) Explaining the behaviour properties of the phenomenon or problem in terms of its roles or functions within the encompassing whole.
2. Responsive evaluation comprising of the following steps,
  - (i) Data collection
  - (ii) Evaluation of the data
  - (iii) Suggesting changes

The main purpose of evaluation researcher is to examine programmes or the working of projects from the point of view of levels of awareness costs and benefits, cost effectiveness, attainment of objectives and quality assurance.

(7) **Action Research:**

This type of research can be related to experimental research, though it is carried out in the real world rather than in the context of a closed experimental system. A basic definition of this type of research is 'a small scale intervention of the effects of such an intervention' (Cohen and Manion, 1994)

It is an 'on the spot' procedure, principally design to deal with a specific problem evident in a particular situation. Action research depends mainly on observation and behavioural data.



(8) **Ethnogenic Research:**

In this approach, the researchers interested in how the subjects of the research theorize about their own behaviour rather than imposing a theory from outside. As a process of studying human behaviour, according to Goetz and Le Compte (1984), the ethnogenic approach has three characteristics:

- (i) It aims to represent a view of the world as it is structured by the participants under observation by eliciting phenomenological data,
- (ii) It takes place in the undisturbed natural settings of the subjects and
- (iii) It attempts to represent the totality of the social, cultural and economic situation, regarding the context to be equally important as the action. (Uzzall, 1995, Pp. - 304-5)

(9) **Feminist Research:**

Feminist research is a particular model of social research which involves theory and analysis that highlight the differences between men's and women's lives. It claims that researcher who ignore these differences have invalid knowledge, as non-feminist paradigms usually ignore the partiality of researcher's ideas about the social world. Value neutrality is impossible as no researcher practices research outside his or her system of values and no methods of social science can guarantee that knowledge is originated independently of values.

Feminist research is undertaken with a political commitment to the identification and transformation of gender relations. This tends to reveal that this form of research is not uniquely political, but rather exposes all methods of social research to be political.

(10) **Cultural Research:**

Many of the theoretical debates are concerned with the subjects of language and cultural interpretation with the result that these uses have frequently become central to sociological studies. The need has therefore, arisen for methodologies that allow analysis of cultural text to be compared, replicated, disproved and generalized.

Three approaches to the consistent interpretation of cultural texts can be mentioned here briefly:

- (a) Content analysis
  - (b) Semiotics
  - (c) Discourse analysis
- (a) Content analysis was developed from the mid 1900s chiefly in America and is a rather positivistic attempt to apply order to the subjective domain of cultural meaning. A quantitative approach is

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taken by counting the frequency of phenomenon within a case in order to gauge its importance in comparison with other cases.

- (b) Semiotics takes an almost opposite approach by attempting to gain a deep understanding of meaning by the interpretation of single elements of text rather than to generalize through a quantitative assessment of components.
- (c) Discourse analysis studies the way that people communicate with each other through language within a social setting. Language is not seen as a neutral medium of transmitting information; it is bedded in our social situation and helps to create and recreate it.

The triangular relationship between discourse cognition and society which provides the focus for this form of analysis (Van Dijk, 1994, P. 122). Two central themes can be identified "the interpretive context in which the discourse is set and the theoretical organization of the discourse.

Now, the question is. the modern research rejects it as a false dichotomy, the separation between "qualitative", "quantitative" studies or between the "statistical" and the "non-statistical" approach. The application of mathematics to sociology does not ensure rigor of proof, any more than the use of 'in sight' guarantees the significance of the research.

The fundamental questions to ask about all research types are those dealing with the precision, reliability and relevance of the data and their analysis.

- (1) How precise are the observations?
- (2) Can other scientists repeat the observations?
- (3) Do the data actually satisfy the demands of the problem, that is, do they actually demonstrate the conclusion?

If the observations are crude, casting them in a statistical form will not help the research.

If other scientists cannot repeat them, mathematical manipulation is futile.

If the data do not satisfy a rigorous logic of proof, the conclusion remains doubtful. □□

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## "Bodo Social Picture Depicted in the Novel 'The Hunt' (Mwihur)"

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### 1.0 Introduction:

The Hunt novel is translated by Jeetumoni Basumatary in 2007. She has done a yeoman's service to the world of literature by translating the novel into English. Her translation is expected to take the rich variety of the Bodo culture and milieu to wider and even international readership and appreciation. The hunt is originally Bodo novel written by Dharanidhar Wary. The novel in Bodo literary history came much later in comparison to the other genres and literary types. The first Bodo novel "Zuzaini Or" was published in 1962. The maiden novel by Chittaranjan Muchahary deals with the theme of youthful love in the backdrop of a rural agricultural society. The setting, the local and the socio-economic condition of villages, make the reading of the novel realising and illuminating. The prolific fiction writer in the Bodo language is still writing novel and is still acclaimed one of the most popular fiction writers. Hence it is needed more critical study above the novel to highlight the growth of Bodo novel in particular and Bodo literature in general and also to encourage translator. The Hunt or Mwihur novel is first Bodo regional novel published in 1980. Wary was born in 4th December 1948 in the village Lohasur under Barpeta District. His father's name was late Chandrakanta Wary and mother's name was Dubi Bala Wary. In this novel Bodo people's feelings, emotion, festivals, social beliefs, customs are reflected. The novel is set in the outskirts of the villages and forests of Manas National Park. The novelist speaks a great deal about the Boro culture and the origins of the Boro people, apart from telling a simple love story.

### 2.0 Social picture reflected in the novel:

The main characters of the novel are Golo and Dodere. Golo is presented as a hunter. He always goes to hunt in the forest. He carries with him his favourite self made gun and a sack hanging from his shoulder. In it he carries an old torch of three batteries, a knife, bullets for his gun and two half-smoked tobacco pipes. He takes hunting his living hood as profession. He sells the animal in nearby market place. He tells his younger brother Molo to plough. The character Golo and Dodere love each other.

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Through their love story the novelist show about bodo people's problem like backwardness, unemployment, uneducated, superstitious belief etc. Golo said to Dodere- "Even in this modern age of fast developments, our Boro people have not given up battling with nature. Our people still struggle with the beasts and trees of the forests for food. Last year, there was an ugly brawl with the foresters when some people went to the forest in search of lonthi. Till now the boros have not given up the habit of stealing trees, leaves and beasts from the forests. You will notices Dodere that the Boros are the only ones who love to settle on the hilltops or near the jungles; build house and establish villages. We cannot tolerate those few who love in the towns and adopt the ways of the towns. Sometimes we even sell away all our land and houses and go to live deeper in the jungle.'Vu) Bodo people mainly love to stay in village area so Golo said- "We only prepare news lands for others to come and settle. The modern towns that we hear of were once Boro villages. Phurgatheipur or present Guwahati, Deisapur or modern Dispur were all Boro villages. The few Boros that remain in those places live by selling cheap jou. Kokrajhar was the main town of the Boro people. But many have moved away selling their property. The ^houses, the gardens and the yards stand as they once were; only the inhabitants are non-Boros. That is why the heart burns.'Vi4)Bodo people always love to stay in nearby forest area. They collect some vegetable like lanthi, thaso bothori, khusra fithai, mandia, onthai bajab etc. Bodo women also collect various type of fishes, snail etc from the lake or river. In Bodo community they made some materials with bamboo sticks like dala, songrai, dukhali, khobai, jekhai etc. and sell it in market also. In the novel Golo's father also makes Dala, sandri and sell it in market. Bodo peoples major economics activities are agriculture. Molo, Lantha and a large number of villagers are cultivator. Lantha is farming gourds of different kinds, pumpkins, brinjals and various herbs.

Bodo societies have their own customs. They have some rules and regulation. Before the kherai puja all villager prepare for the rituals. Where and who had got involved in any impure, unclean or unholy act, has yet to clear out their household Gods, everything is to be spoken up before the public in the assembly. They belief if any member of the village keeps such a thing untold to his fellowmen during such a ritual, the village deity will be angry and the whole village will fall into trouble. This is a belief of the village folks. Greater than all is the guilt or impure act of women. If they do not speak out their guilt during such assemblies before the mass-worships, then they have to confess them during child-birth or else, they will die then and there. Laodab Dewani complains about the Dodere how she meet the youth called Golo in the jungle and reach Dabaris house?

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Surely they get involved in an impure way. The society also thinks so. But Dodere replies Golo might be from a different village. But he protects a lost and distressed maid from the jungle's wild beast and brought her back safely. It is wrong to suspect him of such low conduct. Dodere can not say more. Something heavy falls upon her heart and teares filled her eyes. All the society's members accept Dodere's commend. Loren is the only educated person in the village. He also suggests villager for developed society.

The Dodere character also helps to reflect Bodo social picture in the novel. Fishing habit is also Bodo society's real picture. She also goes into the forest for fishing with his friend. But the forest guard catches her friend and Dodere runs away and meets Golo. After this meeting they are fall in love. Weaving and making cloth also reflect Bodo social picture. She makes clothes and sells those in market. So she offers Golo to stop hunting and take her ten bighas of land to cultivate. She said "I kept poultry pig, endi, and wove endi shawls; sold them, and bought land with the money. My step mother does not love me and I've to provide myself. If it had not been for my father, I would have died long time back. It is only for her that I had to drop out of school." (p-n) Bodo women make cloth by endi. They go to collect endi leave for silk worm. Dodere and her friend also go to collect the endi leaves.

The superstitious belief of Bodo society's also shown in the novel. Dodere's step mother wishes to marry Dodere to Mwblao. But Dodere love Golo. So her step mother plans to stealthily give her a medicine called hainamli in the name of Mwblao. Daokha oja of Daoraibari village knows about potions to charm people. Bodo people belief that if does not love then hainamuli can change his or her feeling. But the medicine does not effect on Dodere. When Golo went to hunting he look a squirrel and thought a bad starting this is also a sign of superstition. All of these are superstition belief available in Bodo society.

Most important Bodo folk festival also shows in the novel which is called Baisagu. All the people enjoy with dancing and singing in the festival. All the youths and maids, old folks and children, all the villagers danced and- whistled away happily. The men with men, women with women and youths with youths all in their own group drank jou and ate meat. All are collect alms from door to door and feast with the articles they receive by singing and dancing. In this way the Baisagu celebrate a week. They drink rice beer, pork, chicken and enjoy. The charcter Dodere's step mother also drink and went door to door in village. Loren told about the changing the rules of festival, "present day Baisagu dance and music only show to the others an embarrassing face of the Boro community. In the old times, the

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Baisagu songs, music and dances of the Boro people were not like this. Now the Khaam, flute, serza, gongona, jotha, etc. no longer give us Baisagu music, whereas they were the original musical instruments of the Boros. Tablas and harmoniums came to us much later from west India, and they belong to the mainstream Indian culture. They do not belong to us Mongolians. If you play the bwidasi note on the serza, you will still be able to bring tears to the eyes of a true Boro; because, related to the music of the serza is the Boro peoples's living desire."(p-102) In this way the festival is changing. The novelist tries to focus the real picture of Bodo society.

**3.0 Conclusion:** From the above discussion we can say that the novelist tries to focus the backdrop of a rural Bodo life, interconnected with nature. The novelist through the various characters like Golo, Loren and Lantha Mahajan raises the problem of education, unemployment and lack of consciousness and awareness among the Boros. Bodo people don't know about the business so the novelist tries to suggest with the character Loren and also show about the real situation. The novel is a simple love story and through this love story his attentions are mainly problems faced by the entire Bodo community and try to develop the culture. The novelist offers a true picture of Boro life. He shows about the Bodo society's problem, unemployment, uneducated, superstitious beliefs etc. The plot of the novel is simple and reflect picture of bodo village, hunting, fishing, collecting vegetables from the forest, having a belief in traditional faiths, rules, and regulation etc. The material culture of the Boro takes place in the novel. Bodos Art, craft, food habits are also reflected in the Novel.□□

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## DOMESTIC VIOLENCE AND HUMAN RIGHTS

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### 1.0 Introduction:

Violence is an act undertaken by an individual when he/she is unable to control aggression. The intention of violence is to cause Physical and Psychological trauma to the victim.

Each culture has its sayings and songs about the importance of home and the comfort and security to be found there. Yet for many women, home is a place of pain and humiliation. Because violence against women is a universal phenomenon that persists in all countries of the world and the perpetrators of that violence are often well known to their 'victims'. Domestic Violence, in particular, continues to be frighteningly common and to be accepted as 'normal' within too many societies.

Man is a social animal. It is different from other animals by the presence of its unique developed brain. By virtue of their well developed brain, human possess certain basic and attainable rights which commonly known as 'Human Rights'. Human Rights; being the birth right, are therefore inherent in all the individuals irrespective of their caste, creed, religion, sex and nationality. They are fundamental as they help in all individuals' holistic development and they are necessary as they help all individuals to lead a respectful and dignified life.

### 2.0 Methodology:

With the help of primary sources and secondary sources published records like books, journals, magazines, newspaper articles, reports along with internet resources, important terms and concepts related to domestic violence has been examined. As domestic violence is an important socio-legal issue concerning women, study has been done to understand the terms and related issues from human rights perspective.

### 3.0 Aims and Objectives:

There is a need for an affirmative action to protect girls, young and

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elderly women from domestic violence and establish human rights for women. So, the aims and objectives of this paper is to create awareness that domestic violence is a human right issue, and to establish educational programs for police departments, judges, attorneys and other private and public sector agencies.

#### 4.0 Discussion:

Although suffering is clearly part of the human condition, it is the belief of human rights advocates that unnecessary suffering is not acceptable in a civilized world. Underlying a human rights framework is the radical notion that human beings that is, any and all human beings- are entitled to lives without what is thought to be preventable suffering.

Before the birth of U.N., although various attempts were made for human rights throughout the world yet it is the U.N. which has given human rights the realistic touch. Because in view of importance of human rights the U.N. appointed the commission on 'Human Rights' on 16th Feb, 1946 and directed it to submit proposals, recommendations and reports regarding an international bill of rights. Accordingly, the commission after spending two and a half years of labour under the Chairmanship of Roosevelt drafted 'Universal Declaration of "Human Rights"(UDHR). It was to serve as a common standard of achievement for all people and all nations. The declaration was approved by the General Assembly on Dec. 10, 1948. The 'Universal Declaration of Human Rights' consists of a preamble and thirty articles.

Domestic violence is a violation of human rights of women. It is perhaps the most shameful human rights violation. There are many forms of domestic violence such as: Physical Violence, Psychological and Emotional Violence, Sexual violence, Economic violence etc. Physical violence is an act wherein physical force is deliberately used by the inflictor with an intention of causing grave harm to the victim. It includes actions like pushing, throwing, pulling hair out, slapping, punching, burning and use of a weapon. Psychological and Emotional violence has a huge and deep impact on a women's psyche. It has three aspects to it: Intimidation, Harassment and Threats. It leads to social and emotional problems like depression, suicide and suicide attempts. Sexual violence is one of the most invisible forms of domestic violence and can be equated to sexual harassment. Many a time, sexual violence goes unnoticed as victims tend to hide it due to fear. It includes actions like actual or attempted rape or sexual assault, unwanted deliberate touching, unwanted sexual looks or gestures, jokes, remarks, personal questions about social or sexual life

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and making sexual gestures with hands or through body movements. Economic violence broadly means denying the available economic opportunities and facilities to women . It also includes action like 'Dowry' related harassment.

The MFHS (National Family Health Survey) states that an overwhelming majority of women who reported domestic violence were first assaulted by their husbands less than two years into their marriage. In In-dTa", when 'Domestic Violence Act' came into being in 2005 (DVA-2005), it has been a landmark legislation as it made domestic violence a punishable offense. This Act. considers husband, father-in-law, mother-in-law and siblings of the husband as 'respondents' and questions them directly in case of domestic violence complaint. Before the Act came into being, the only options available to victims of domestic violence was to either divorce from spouse or take the support of (Indian Penal Code). Because in 1983, domestic violence was recognised as a specific criminal offence by the introduction of section 498-A into the Indian Penal Code. Domestic Violence Act, 2005 is a liberal and forward looking Act and gives women the right to continue living in shared household even when the dispute is on. The Act therefore, has\* tried to protect the physical, psychological as well as financial well being of the women complaint. Legal redressal is ensured to women through this Act and the needy ones are to be provided with medical aid, security as well as shelter facility.

The constitution of India also guarantees some 'Fundamental Rights' which guide us to challenge domestic violence. These rights are:-

Article 14:- Equal rights and opportunities for men and women in the political, economic and social sphere.

Article 15:- Prohibition of discrimination on the grounds of sex, religion, caste etc.

Article 15 (3):- Empowers the state to take affirmative measures for women.

Article 16:- Provides for equality of opportunities in the matter of public appointments.

Civil Society Groups in India work at grass root level and are more aware about challenges related to the issue. Centre for Social Research and women power connect also have launched awareness drives across India about the redressal mechanism available regarding domestic violence. The most popular civil society group, which is known as 'Bell Bajao' (Ring the Bell) has been successful in reaching the youth about the issue.

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### 5.0 Conclusion:

Although domestic Violence has long been perceived to be a private matter within the four walls of the home, as a result of feminist advocacy within the arenas of human rights and development, social responsibility for the crime of domestic violence is slowly being recognised in many parts of the world. Awareness about domestic violence is gradually increasing day by day among the people. Women's human rights advocates stress, for example: that unless women are free from the threat of violence, they are unable to realize their other rights and thus unable to participate in the process or benefits of development. For this reason, fundamental changes in institutions and deeply embedded social and cultural beliefs must occur in order to more effectively realize women's human rights. Then, women can be assured of a more peaceful, successful and empowered life.□□

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## Poverty : A Great Challenge to India's Democracy

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### Introduction

Poverty is a social phenomenon in which a section of the society is unable to fulfill even its basic necessities of life. Poverty is as old as human civilization. It is an insult to humanity as well as the democratic setup. One of the great achievements of the 20th century is the significant reduction in the percentage of people living below poverty line. Unfortunately, for the Asian and African countries, poverty is still a great challenge. And it is much painful for India, the world's largest democracy that about 25 crores of people have to go to bed without supper. According to Economic Survey 2004-05, 21.8 per cent of the total population of the country has been identified as absolutely poor. According to the study of the Eleventh Five Year Plan, almost 75 per cent poor of the country lives in six states of India. These states are M.P., U.P., Bihar, Odhisa, West Bengal and Maharastra. Incidence of poverty in states like Punjab, Goa, Gujrat, Haryana, Kerela etc are much lower.

According to various surveys conducted by distinguished organization, the social groups in India which are most vulnerable to poverty are - Scheduled Caste and Schedule Tribe households. Among economic groups, the most vulnerable sections are the rural agricultural labour households and the urban casual labour households.

### Factors Responsible

The tragedy of poverty of our country can be attributed to several factors. These are:

*firstly*, in elaborating our strategy of development in planned document of various plans we assumed 'trickle down' effect. Though the planners realized the failure of the trickle down effect and are taking damage control measures, we are already in the grips of severe poverty. It definitely will take sometime.

*Secondly*, the overall level of economic development which has been very low is also responsible for the incidence of poverty. Though industrial sector has achieved substantial growth and there has been phenomenal growth of service sector since 1991, but these could not have been able to absorb the surplus agricultural labour.

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*Thirdly*, land reforms acts have not been fully implemented due to administrative sluggishness and little political will. Our law of inheritance, evasion of progressive taxes by the wealthier sections and high cost of higher education are some of the factors which are enlarging the inequality of income in the country. And it has been considered as one of the greatest factor attributing to India's poverty.

*Fourthly*, continuous food inflation is another important contributor to the problem of poverty. It is a matter of great concern for Indian economy that, although for the time being the wholesale price index shows downward trend but core inflation and food inflation have an upward trend. This is adding salt on the wounds of poverty.

*Last but not the least*, corruption in public life is adding fuel to the already burning light of poverty. Social welfare schemes and the schemes for poverty alleviation have least benefited the poorer due to rampant corruption in the administrative and political setup.

All these are contributing in one way or the other the incidence of poverty and poverty has become really a great challenge for the country.

#### Strategy adopted

Our country realized the curse of poverty in the real sense since the Fifth Five Year Plan. Planners and policy makers lately realized the defect of the strategy and now come to the conclusion that definitely poverty is the greatest polluter. Democracy will have little meaning if we cannot be able to give minimum necessities of life to about one-fourth section of our population. The important among them are:

- ◆ Minimum Needs Programme (MNP)
- ◆ Drought Prone Area Programme (DPAP)
- ◆ Desert Development Programme (DDP)
- ◆ Hills Area Development Programme (HADP)
- ◆ Semi-arid Regions Development Programme (J3ARDP)
- ◆ Twenty point Programmes
- ◆ Pilot Intensive Rural Employment Projects (PIREP)
- ◆ Small Farmers Development Agency (SFDA)
- ◆ Marginal Farmers and Agricultural Labourers (Development Programme).
- ◆ Crash Scheme for Rural Development (CSRDP)
- ◆ Command Area Development Programme (CAD)
- ◆ Food for Work Programme (FFWP)
- ◆ Training of Rural Youth for Self Employment (TRYSEM)
- ◆ Integrated Rural Development Programme (IRDP)
- ◆ Rural Landless Employment Guarantee Programme (RLEGP)
- ◆ Jawahar Rozgar Yojana (TRY)

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- ◆ Employment Assurance Scheme (EAS)
- ◆ Pradhan Mantri Gram Sadak Yojana (PMGSY)
- ◆ Valmiki Ambedkar A was Yojana (VMBY)
- ◆ Mahatma Gandhi National Rural Employment Guarantee Act (MGENREGA)

All these programmes did help many poor persons to come over the poverty line. But as compared to the resources spent on these programmes, the result is not so satisfactory. Major defects identified are as follows:

- √ A lot of favouritism prevails in selecting the beneficiaries.
- √ Assets disbursed were of shabby quality.
- √ Under payment of wages has been noticed.
- √ Relief works did not create real and productive assets of enduring importance.
- √ Works like rural roads, culverts and, other minor engineering works were of very shabby quality.
- √ The favoured few were permitted to commit various types of defaults.
- √ Programmes are multiplied but they are not well integrated with the growth strategy.

#### Conclusion

It is said that poor are being treated as vote fodder in India. It should be stopped. Government should concentrate on those schemes which have higher social marginal returns than private marginal returns. Programmes should be implemented sincerely and should be integrated with the plan of population control. All schemes of poverty alleviation should help in building real capital. The poorest of the poor can form vigilance groups for ensuring proper implementation of the schemes. The politicians, bureaucrats, administrators and the civil society should realize the truth that amidst hungry, homeless and naked people of a gigantic size, even the double digit growth rate shall have little meaning. In our vibrant democratic setup we must have to remove poverty. □□

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## Methodology of Educational Research On "Design of Educational Experiments"

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### 1. INTRODUCTION:

Research design is the plan, structure and strategy of investigation conceived so as to obtain answer to research question and to control variables. The plan is overall scheme or programmed of the research . It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data i.e., it is the blue print of the detail procedures of testing hypothesis and analyzing the obtained data. The structure of the research is more specific than plan. It includes the methods to use to gather and analyze the data. More explicitly the design happens to be in respect of.

1. What is the study for ?
2. Why is the study being made ?
3. Where will be study be carried out ?
4. What type of data is required ?
5. Where can the required data are found ?
6. What periods of time will the study include ?
7. What will be the sample design ?
8. What techniques of data collection will be used ?
9. How will the data analyzed ?
10. In what style the report be prepared ?

### 3. Experimental Research:

An experiment is taken to mean a scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the independent variable or variables for variation concomitant to the manipulation of the independent variables. An experimental design there is one in which the investigator manipulates at least one variable.

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Experimentation provides a method of hypothesis testing. After experimenters define a problem, they propose a tentative answer or hypothesis. They test the hypothesis and confirm it in the light of the controlled variable relationship that have observed.

Although the experimental method finds it's greatest In laboratory, it has been effectively applied in non-laboratory setting such as class-room. The earliest assumptions of experimental method are based upon the laws of single variable. J S Mill (1846) defined this law in his work 'Methods of experimental studies'. According to him there are five rules in experimental research'

1. Method of agreement
2. Method of difference
3. The joint method
4. The method of residues
5. The method of concomitant variation.

These rules are now used chiefly as guides in the planning of experimentation.

As human events are complex in nature, the result of restricted relationship between single variable are rare in this case and fail to provide adequate approach to experimentation for the study of human beings.

There are four essential characteristics of experimental research - 1) control, 2) manipulation, 3) Observation and 4) Replication.

#### Control:

Control is the essential ingredient of experimental method. It refers to the extent to which different factors in the experiment are accounted for. Since more of the factors are accounted for with accuracy and more control is being enforced, the researcher has more confidence that the results are dependable.

Van Dalen (1973) has pointed out that in an experiment that the researcher seeks to control variables for the following purposes -

1. Achieving isolation
2. Achieving change in magnitude
3. Achieving quantitative evaluation

#### Manipulation:

Manipulation is refers to a deliberate operation of the conditions by the researcher. In contrast to the descriptive research in which the researcher simply observes the condition as they occur naturally, the researcher in experimental research actually sets the stage of occurrence of the factor in which all other factors which might complicate the

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observation are controlled or eliminated. In the process of manipulation, a pre-determined set of varied conditions are imposed on the subjects selected for experiment, The set of varied condition is referred to as the independent variable, the experimental or treatment variable.

Observation:

In the experimental research, the researcher studies the effect of manipulation of the independent variable on dependent variables. The dependent variable for example, may be learning some task. Since learning can not be measure directly, the researcher can only estimate it through such measures as scores on a test. Strictly speaking dependent variable, therefore, is scores on a test or observation with respect to some characteristics of the behaviour of subjects in the experiment.

Replication:

The replication is really a fusion of two words, namely duplication and repetition. It refers to the deliberate repetition of an experiment, using nearly identical procedure with a different set of subjects in a different setting and at a different time.

4. Experimental Design: Scope and Purpose

The base of all experimental investigation is experimental design, which is one of type of research design. An experimental design is defined as simply a sequence of steps (taken ahead of time), which permit the object analysis of objective data in a way that a definite cause-effect relationship can be inferred between the independent variable and dependent variable. It is the blue print of the procedures that enables the researcher to test the hypothesis by reaching valid conclusions about the relationship between independent and dependent variables (Best, 1982, p68). It refers to the conceptual framework within which the experiment is conducted. Thus, it provides the researcher an opportunity for the comparison required by the hypothesis of the experiment and enables him to make a meaningful interpretation of results of the study. The design deals with practical problems associated with the experimentation such as : (i) how subjects are to be selected for experimental and control groups, (ii) the way variables are to be manipulated and controlled, (in) the way extraneous variables are to be controlled, how observation are to be made, and (iv) the type of statistical analysis to be employed.

The purpose of any research design is to provide a maximum amount of information relevant to the problem under investigation at a minimum cost. Basically a research design serves two functions:

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1. It measures the research questions of the objectivity, validity and economically as it is possible
2. A research design also acts as a control mechanism. In other words, it enables the research to control unwanted variances.

#### 4.2 Validity of experimental Design:

An experiment must have two types of validity: internal validity and external validity (Campbell and Stanley, 1963):

##### Internal validity:

Internal validity refers to the extent to which the manipulated or independent variables actually have a genuine effect on the observed results or dependent variable and the observed results were not affected by the extraneous variables.

##### External validity:

External validity is the extent to which the relationships can be generalized outside the external settings - other populations, other variables. This validity is concerned with the generalizability or representativeness of the findings of experiment, i.e. to what population, setting and variables can the results of the experiment be generalized.

#### 4.3 Factor affecting validity of the experimental design:

In educational experiments a number of extraneous variables influences the results of the experiment in way that are difficult to evaluate. Although these extraneous variables can not be completely eliminated, many of them can be identified. Campbell and Stanley (1963) have pointed out the following major variables which affect significantly the validity of experiment:

1. History: The variables, other than the independent variables, that may occur between the first and second measurement of the subjects (pre-test and post-test)
2. Maturation: The changes that occur in the subjects over a period of time and confused with the effects of independent variables.
3. Testing: Pre-testing at the beginning of the experiment may produce a change in subjects and may affect their post-test performance.
4. Measuring Instrument: Different measuring instrument, scores, interviewers or the observers used at the pre and post testing stages; and unreliable measuring instruments or techniques are threats to the validity of an experiment.
5. Statistical Regression: It refers to the tendency for extreme scores to regress or move towards the common mean on subsequent measures. Subjects who score highest on the pre-test are likely to score relatively

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lower on a retest whereas subjects who score lowest on the pre-test are likely to score higher on a retest.

6. **Experimental Mortality:** It refers to the differential loss of subjects from the comparison groups may affect the findings of the study. For example, if some subjects in the experimental group who receive the lowest score on the pre-test drop out after taking the test, this group will show higher mean on the post-test than the control group.

7. **Deferential selection of subjects:** It refers to the difference between/ among groups on the some important variables related to the dependent variable before application of the experimental treatment.

#### 4.4 **Types of experimental design in Educational research:**

There are various types of the experimental designs. The selection of a particular design depends upon factors like nature and purpose of the experiment, the type of variables to be manipulated, the date, the facilities available for carrying out the experiment and the competence of the experimenter. Three broad categories of designs are popular in educational research:

- i. Pre-experimental designs - the least effective for they provide little or no control of extraneous variables.
- ii. True experimental design - employ randomization to control the effects of variables such as history, maturation, testing statistical regression and mortality.
- iii. Quasi-experimental design - provide less satisfactory degree of control and used only when randomization is not feasible.

#### 5. **Two Group Randomized Design:**

In conducting an experiment we randomly assign participants to the two independent groups forming a 'two-randomized group design'. To summarize briefly what has been said about 'two-randomized - group' design that the experimenter operationally defines an independent variable to be varied in two ways. The two values assigned to the independent variables may be referred to as two conditions, treatment or methods.

A basic and important presupposition made in any type of design is that the means (average) of the groups on the dependent variable do not differ reliably at the start of the experiment in two-group design the two values of the independent variable are then respectively administrated to the two groups.

Let us consider the experimenter wants to study the effects of reward upon the rate of learning verbal concepts among the kindergarten children.



Further suppose that this population consists 5000 kindergarten children in a district. He may randomly select 100 children. In this experiment may wish to have two values or conditions reward - rewarded condition or non rewarded condition. It is expected that these two randomly assigns group will not differ significantly at the start of the experiment. The experimental group is given one type of treatment and the control group is given another type of treatment. In the above example the children of the experimental group will be rewarded for learning the verbal concepts whereas the children of the control group will not be rewarded for learning the same task.. Subsequently, the scores of all subjects of these two groups on the dependent variable will be recorded and subjected to statistical analysis. Usually the t-test or its non-parametric substitute, the Mann-Whitney U test is applied in a two- randomized group design. The experiment may be continued for several days or\*weeks. If the statistical test reveals that these two groups significantly differ on the measure of the dependent variable, it may be concluded that the difference in dependent variable is due to the experimental manipulation of independent variable. There are three major design of two group randomized design. These are as follows

i. Two group randomized Subject, Pre-test only

This is the simplest and powerful design. The subjects are assigned to groups through randomization which controls for all possible relevant extraneous variables. No pretest is used and random assignment of subjects assures that any initial differences between the groups are attributed only to chance. The randomization is obtained either by (1) the subjects may be drawn individually at random assign alternatively too to the groups or (2) to different random samples may be selected first and all the groups are assign randomly to the experimental or control condition by the flip of a coin. At the end of the experiment, subjects of both the groups are measured on the dependent variable T2. The means of the two groups are compared with the appropriate statistical test of significance.

Paradigm of the design

Randomly assign group	Independent Variable	Post-test
Experimental	X	T <sub>2</sub>
Control		T <sub>2</sub>

Where we use X = independent variable,



2. **Two Group Randomized Matched subject. Post-test only Design:**

This design instead of using random assignment uses a technique of matching. The variables selected for matching must have a significant correlation with the dependent variable and can be measured conveniently. After giving treatment, subjects of the both group are measured on the dependent variable T<sub>2</sub>. The significance of difference between the means is ascertained with the help of appropriate statistical techniques.

**Paradigm of the design**

Randomly Assign	Independent Variable	Post-test
Match Group		
Experimental	X	T <sub>2</sub>
Control		T <sub>2</sub>

3. **Two Groups Randomized Subjects, Pre-test and Post-test Design:**

This design is also called as 'Randomized Control-Group Pre-test Post-test Design1. In this design subjects are assigned to the experimental and control groups by random procedures and administered a pre-test T<sub>1</sub> as a measure of the dependent variable Y. the experimenter introduces a treatment only to the experimental group for a specific period of time. At the end of the experiment, the two groups are administered the post-test T<sub>2</sub> as the measure of the dependent variable. The difference between the means of T<sub>1</sub> and T<sub>2</sub> is found for each group and these mean difference scores are compared with the help of statistical analysis in order to ascertain whether the experimental treatment produces significant effect.

**Paradigm of the design**

Randomly Assign	Pre-test	Independent Variable	Post-test
Match Group			
Experimental	T <sub>1E</sub>	X	T <sub>2E</sub>
Control	T <sub>1C</sub>	X	T <sub>2C</sub>

Where T<sub>1E</sub> and T<sub>1C</sub> are measures dependent variable of pre-test for experimental group and control group respectively, Similarly, T<sub>2E</sub> and T<sub>2C</sub> are measure of the dependent variable of post-test for experimental group and control group respectively. □□



## Methodology of Educational Research On "Variables and control"

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### Introduction:

Scientists somewhat loosely call the constructs or properties they study "Variables." Examples of important variables in sociology, psychology, and education are: sex, income, education, social class, organizational productivity, and occupational mobility, level of aspiration, verbal aptitude, anxiety, religious affiliation, political preference, ego strength, task' orientation, authoritarianism, conformity, intelligence, and achievement. It can be said that a variable is a property that takes on different values. Putting it redundantly, a variable is something that varies. While this way of speaking gives us an intuitive notion of what variables are, we need a more general and yet more precise definition.

### What is Variables?

A variable is a symbol to which numerals or values are assigned. For instance,  $x$  is a variable; it is a symbol of which we assign numerical values. The variable  $x$  may take on any justifiable set of values - for example, scores on an intelligence test or an attitude scaie. In the case of intelligence we assign to  $z$  a set of numerical values yielded by the procedure designated in a specified test of intelligence. This set of values, often called IQ's, ranges form low to high, form, say, 50 to 150.

A variable, as the name implies, is something which varies. This is the simplest and the broadest way of defining a variable. However, a behavioural scientist attempts to define a variable more precisely and specifically. From his point of view, variables may be defmed^as those attributes of objects, events, things and beings, which can be measured. In other wards, variables are the characteristics or conditions that are

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manipulated, controlled or observed by the experimenter. Intelligence, anxiety, aptitude, income, education, authoritarianism, achievement, etc., are examples of variables commonly employed in psychology, sociology and education."

Types of Variables:

1) Dependent Variables and Independent Variables:

The term "Dependent variable" and "Independent variable" have been borrowed from the field of mathematics in-behavioural researches: The classification of variables into dependent and independent is frequently employed in experimental research. The dependent variable (DV) is defined as one about which the experimenter makes a prediction. The independent variable (IV) is defined as one which is manipulated, measured and selected by the experimenter for the purpose of producing observable changes in the behavioural measure (or DV). In other words, the independent variable is the variable on the basis of which the prediction about the DV is made. The occasional synonym of IV is controlled variable, which is rarely used because of its confusing nature with control variable. Underwood (1966:12) calls the IV as the stimulus variables and the DV as the response variables. An example may illustrate the distinction between the IV and the DV. Suppose the experimenter wants to study the effect of teaching methods upon the class-room achievement of pupils. For this purpose, he may employ three methods of teaching, say, A, B, and C and may teach the same group of pupils by these three methods and subsequently, the achievement may be measured or predicted. Teaching methods constitute the example of the IV and the class-room achievement constitutes the example of the DV. Similarly, if the experimenter wants to study the effect of a religious group upon attitude towards family planning, he may take the Hindu, the Muslim, the Sikh and the Parsi as the four religious groups and study their attitude towards family planning. Subsequently, he may be able to predict which religious group has a favourable attitude or unfavourable attitude towards family planning. In this example, the religious groups constitute the example of the IV and the attitude towards family planning constitutes the example of the DV.

The independent variable (or the stimulus variable as Underwood calls it) may also be classified on the basis of the nature of the variables. Depending upon the nature of variables, the independent variables may be classified into three categories: task variables, environmental variables and subject variables.

Task Variables: The task variables refer to those characteristics which are associated with a behavioural task presented to the subject. It includes

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the physical characteristics of the apparatus as well as many features of the task procedures. There are different types of apparatus used in an experiment. Some are simple and some are complex. When, for example, the number of wrong paths (blind alleys) in a particular maze is increased, the process of learning or traversing the maze will be a difficult task for the subject. Likewise, when several more or less similar coloured lights are added to a study of complex reaction time, the reaction time is likely to be longer.

**Environmental Variables:**

Environmental variables refer to those characteristics of the environment, which are not the physical parts of the task as such, but tend to produce changes in the behavioural measures. Noise, temperature, levels of illumination, and time of the day are examples of environmental variables. Suppose, for example, that the investigator wants to study how reading speed is influenced by the degree of -vagueness in handwriting. It is likely that apart from the degree of vagueness the reading speed may be influenced by the levels of illumination and noise occurring at the time of reading the materials. The intensity of the light and noise constitutes the examples of the environmental variables because the variations in the intensity of the light and that of sound are not the physical parts of the task but tend to produce changes in the behavioral measures.

**Subject Variables:**

Subject variables refer to those characteristics of the subjects which are likely to produce changes in the behavioral measures. Sex, age, weight, anxiety, intelligence, etc., are the characteristics of the subjects (animals or human), which may be conveniently termed as subject variables. Subject variables can be divided into two types:

The natural subject variable and

The induced subject variable.

The natural subject variables are those variables, which the subjects carry within themselves before the start of the experiment. Age, sex, intelligence, and anxiety are the examples of natural subject variables. Induced subject variables, also known as the instructional variables, are those subject variables, which are induced by the experimenter's instruction. Suppose the investigator wants to study the effect of two methods (A and B) upon the problem solving behaviour. He may instruct one group of subjects with one set of instruction and another group of subjects with another set of instruction. The two different sets of instructions are likely to produce changes in problem solving behaviour. Likewise, the investigator may want to study learning as a function of ego-involvement. He may, for example, give instruction to one group of subjects

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that a given task in the test of his ability and to another group of subjects that the task is being used as standard practice followed in the experimental situation. These two types of instructions are likely to produce differences in performance of the task.

There are some variables, which have no discernible effect upon the dependent variable. These are known as irrelevant variable. Relevant variables or extraneous variable are of the following three types, which must be controlled in any experiment.

2) Qualitative Variables And Quantitative Variables:

The qualitative variables refer to those variables which consist of categories that cannot be ordered in magnitude. We cannot make such a statement regarding the qualitative variables, e.g., "category X possesses higher (or lower) magnitude of the variable than category Y." Thus the qualitative variables comprise the categories, which do not have a quantitative relationship among themselves. Sex, race and religion are examples of qualitative variables because they cannot be ordered in magnitude. Since the qualitative variables cannot be ordered in the magnitude, precise and accurate measurements are not possible. As a consequence, they are least preferred in any scientific investigation. The quantitative variables refer to those variables which are composed of categories that can be ordered in magnitude. We can, for example, say that category A possesses greater magnitude of the variable than category B. Intelligence, age, levels of illumination, intensity of sound, etc., are examples of quantitative variables. We can say that group A possesses a higher magnitude of intelligence than group B and the older people get fatigued sooner than the younger and adult ones. Thus the variables can be ordered in terms of magnitude. With the quantitative variables, precise and accurate measurements are possible because they can easily be ordered in terms of increasing or decreasing magnitude. In psychology and education, fortunately, most of the variables belong to the category of quantitative variables. In sociology, qualitative variables are more common.

3) Continuous Variables And Discrete Variables:

Quantitative variables are further divided into two categories, namely, continuous variables and discrete variables. A continuous variable is one which is capable of being measured in any arbitrary degree of fineness or exactness. Of course, the measurement is subject to the limitations of available tools. Age, height, intelligence, reaction time, etc., are some of the examples of a continuous variable. The age of the person can be measured in years, months and days. To go to even a smaller unit of measurement, age can be expressed in terms of hours, minutes and seconds also. Likewise, reaction time can be measured in seconds and

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milliseconds. If required, it can also be measured in terms of microseconds. Thus, all such variables which can be measured in the smallest degree of fineness are examples of the continuous variable. The discrete variable (also known as categorical variables) is those variables which are not capable of being measured in any arbitrary degree of fineness or exactness because of variables contain a clear gap. For example, the number of members in a family constitutes the example of a discrete variable. The members of a family may be any number like 5, 6, 7 and so on. No amount of refinement in the measuring instrument can produce a value of 5 1/2, 7 1A, 6 1A, 7 1A or 6 1A members. As a general rule, discrete variables are those variables whose values can be determined by counting (D' Amato, 1970). The number of children in a family, the number of females in a particular state or district, the number of books in the library and so on are some of the examples of discrete variables. In psychology and education most of the quantitative variables belong to the category of continuous quantitative, continuous or discrete. The same holds true for the dependent variables. However, in most of the psychological and educational researches the independent variables as well as dependent variables are quantitative and continuous.

**Moderator Variables And Intervening Variables:**

The moderator variables are special types of independent variables (also called the secondary independent variables) which are selected by the experimenter because he suspects that these variables may alter or moderate the relationship between the primary (or main) independent variable and the dependent variable. Thus, the moderator variables may be defined as those variables which are manipulated or selected by the experimenter because they are suspected to moderate the relationship of the independent variable with the dependent variable. For example, suppose the investigator wants to study the relative effectiveness of the lecture method and the demonstration method upon the class-room achievement. He may take two groups of students of the same class, one to be taught by the lecture method and another to be taught by the demonstration method. But he suspects that the level of intelligence may be a factor, which can moderate the relationship between the two methods (the main independent variables) and the class-room achievement (the dependent variable). He may, therefore, manipulate intelligence by dividing both groups into three subgroups having high intelligence, average intelligence and low intelligence. Thus a total of six subgroups would be formed out of which the three subgroups would be taught by the lecture method and the remaining three subgroups would be taught by the demonstration method. Subsequently, the class-room

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achievement of those six subgroups may be compared with each other. In the above example, the intelligence is manipulated by the experimenter because he suspects that this factor may alter or moderate the relationship between the independent variables and the dependent variable. The intervening variables are the variables, which theoretically exist and tend to influence the behavioural measure. Such variables cannot be seen and/or manipulated by the experimenter and their effect can be inferred from the effects of the independent variables as well as the moderator variables upon the dependent variables.

**Active Variables And Attribute Variables:**

A variable which is manipulated by experimenter is the active variable and the variable which is not manipulated but measured by the experimenter is the attribute variable or organismic variable. Examples of active variables are reward, punishment, methods of teaching, etc. Some of the examples of attribute variables are age, sex, intelligence, race, anxiety, etc. These variables are human characteristics, which have already been determined. They cannot be directly altered or manipulated by the experimenter. When the investigator wants to know whether or not ten-year-old girls are superior to ten-year-old boys in numerical ability, it serves as an example of the study of one organismic variable or attribute variable (sex) upon the dependent variable (the numerical ability).

The above distinction between the active variable and the attribute variable is general and it sometimes confusing as well. There are some variables, which can be categorized as attribute variables as well as active variables. For example, anxiety is one such variable. Anxiety can be manipulated by giving a set instruction to the subject. In this case, it becomes an active variable. Anxiety can also be measured with the help of a scale or test. In this case, it constitutes the example of an attribute variable. Thus the variable of anxiety can be studied either as an active variable or as an attribute or organismic variable. Several other examples can be cited in this way.

**IMPORTANT CONSIDERATIONS IN SELECTION IN SELECTION OF VARIABLES:** In any behavioural research the investigator tries to take a decision regarding the total pool of the variables, which are likely to influence the dependent variable. At this juncture, -apart from the selection of the main (or independent) variable, he tries to take a decision regarding the variables to be controlled (that is, extraneous variables) as well as variables to be treated as moderator variables. Tuckman (1978) has recommended three important considerations which should be kept in view by the investigator in making the above decision,

a) Theoretical considerations; In choosing a particular variable as a

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moderator variable the researcher should try to know how it interacts with the independent variable for producing changes in the dependent variable. How frequent is this interaction? He should also know whether or not the variable is related to the theory with which he is working.

- b) Design considerations: The variables must be selected in view of the scope of design of the experiment. The variable selected as the moderator variable and the extraneous variable must be such that its manipulation can be easily done within the framework of the experimental design.
- c) Practical considerations: A researcher should also take into account some practical considerations in selecting variables. He should limit the number of variables to be incorporated in the study because it is not possible to study too many variables at a time. In selecting variables as moderator variables, independent variables and extraneous variables he should also keep in view the financial resources available for the purpose. The time consideration should also not be ignored.

In selecting variables for any investigation the above considerations, if kept in view, can be useful and are likely to increase the validity of the research.

#### TECHNIQUES OF CONTROLLING EXTRANEIOUS VARIABLES:

As we know, the extraneous variables are those that operate in the experimental situation in addition to the independent variables and affect the dependent variables. It is, therefore, essential that extraneous variables must be controlled. If the researcher fails to control the extraneous variables, it results in a confounded experiment. The following are the five important ways to control the extraneous variables:

- a) Technique of elimination
- b) Constancy of conditions
- c) Balancing
- d) Counter balancing
- e) Randomization

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## INTERVIEW-A KIND OF VERBAL TECHNIQUE OF OBTAINING DATA

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### Introduction:

The interview is a method of verbal technique of obtaining data. It is the most commonly used method of collecting data for the purpose of studying human behaviour, interview is a direct method of collecting V. Palmar says "the interview constitutes a social situation between two persons, the psychological process involved requiring both individuals mutually respond through the social research purpose of the interview calls for a varied response from the two parties concerned." Here in this discussion we are trying to highlight interview as the most commonly used verbal technique for collecting data.

### Interview:

The method of interview is used very extensively in every field of social research. In interview, a social scientist or some one authorised by him for the purpose meets individuals to interrogate them about various things. An interview is a direct method of enquiry. The purpose of interview, however, is not to collect superficial details about the interviewee but is rather to probe into the inner life of interviewee. That is why it is direct as well as depth study, in an interview a rapport is established between the interviewer and the interviewee. it not only makes physical distance close between them, the social and cultural barrier is also removed; and free mutual flow of ideas takes place. both create their respective impression upon each other. in interview all formalities are laid down and the gate is opened for delving into the intellectual, emotional and subconscious stirring of interviewee. it is the sterling qualities of interview which enables a psychoanalyst to unravel the "depth" of man and go to the very bottom of his emotional pool. Here in the following paragraph we mention some of the definition of interview which may give clear idea about interview.

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1. W.J. GODDE & P.K.HATT observed that "interviewing is fundamentally a process of social interaction."
2. MCNAMARA said "interviews are particularly useful for getting the story behind a participant's experiences the interviewer can pursue in-depth information around the topic interview may be useful as follow-up to certain respondents to questionnaires, e.g. to further investigate their responses.

#### OBJECTIVES OF INTERVIEW:

There are some specific objectives of interview. In this regard we may mention the following points-

- \* Formulation of hypothesis.
- \* Collection of information about unknown facts through personal contact.
- \* Collection of information about qualitative facts.
- \* Improving the method of observation.
- \* Collection of information about various problems in different circumstances.

#### TYPES OF INTERVIEW:

- \* Classification according to subject matter: According to subject matter we may divided interview into following three types-
- \* Quantitative interview: this type of interview are those in which certain set facts are gathered about a large number of person for e.g., census
- \* Qualitative interview: this interview consist of crtain complex and serious subject matter. It is also known as Diagnostic interview.
- \* Mixed interview: It is consist of both quantitative and qualitative data.
- \* Classification according to formalness: According to formalness we may divided interview into the following types-
- \* Structural interview: in structural interview, a complete set of well defined question are used.
- \* Unstructural interview: Here in this type interviewer does not follow a planned list of questions, he is free to ask any question.
- \* Classification according to purpose: According to purpose we may divided interview into the following types-
- \* Clinical interview: With the help of this interview, the causes of certain abnormalities are ascertained.
- \* Treatment interview: treatment interview is a signal to the clinical interview caused after the abnormalities.

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- \* Classification according to Number: According to number we may divided interview into the following two types-
- \* Group interview: In group interview, a group of persons are interviewed for collecting information of them. It is economical from the prospect of time and money.
- \* Individual interview: Here in this type a single person is interviewed. An interpersonal contact is been established between interviewer and interviewee in this type of interview.
- \* Classification according to the period of contact: According to the period of contact we may consider interview into the following types-
- \* Short-contact interview: For filling-up schedules etc., a single sitting of small duration suffices. This type of interview is short-contact interview.
- \* Prolong-contact interview: In contact with research by schedule, the case history method requires prolonged interviews. Here close personal relations between the interviewer and interviewee is very likely.

So these are some important types of interview.

#### STAGES FOR PREPARATION OF INTERVIEW:

There are some stages of prior preparation for an interview. These stages are -

1. The interviewer must understand the problem properly before starting interview.
2. Interviewer must have to prepare the interview guide. It gives outline of the different aspects of the study.
3. The interviewer must seek a prior appointment with the respondents.
4. The investigator must gather the bio-data and particular social habits of the respondents.
5. An interviewer must give his full introduction to the respondents.

#### MERITS AND DEMERITS OF INTERVIEW:

In Social research, qualitative phenomenon are not amenable to statistical analysis. Here interview is a very useful tool to collect data and gain insight. An interview means of getting direct knowledge personally, so that the information is reliable. Here we mention some the benefit of interview-

1. Interview can study those phenomena, which cannot be study in open observation.
2. Interview can study various abstract factors like feelings, reactions, attitudes etc.



3. Through interview it is possible to study the historical cases and past phenomena.
4. The method of interview is very much flexible in nature
5. The information provided by an interviewee can be tested through cross-examination.
6. Direct interview can eliminates personal barriers.
7. The internal aspect of a phenomenon can be classified in an interview.
8. It can be very helpful to study human behaviours.
9. It is faster than other method, interview is the quick way of obtaining information.
10. Replies can be recorded without causing embarrassment to respondents.

So these are some plus points of interview. But there are some negative points of interview which minimize it's reliability. We mention some of the demerits of interview through the following points.

1. Interview produces subjective information; this type of information may or may not be true.
2. The method of interview is not objective and scientific. So it is difficult to verify the information.
3. Interview method is costly and it may be time consuming.
4. Interview highly depends on memory and individual evaluation of concerned problem, and pride and prejudice of interviewee.
5. In interview personal things and highly delicate matters may not be revealed.
6. Interview may be regarded as the slowest method of collecting information.
7. Interview can only effectively use when respondents are educated and cooperating.

#### CONCLUSION:

So, in this topic we discussed about Interview as a method of collecting data of social research. Here in this process we mentioned some of definition of interview and then we mentioned about objectives, merits and demerits of interview. From the above discussion we can say that the success of an interview depends to a great extent on successful communication between the interviewer and interviewee. The establishment of a rapport between them is a indispensable condition for a successful interview. It has to become in mind that an interview is an art. □□

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## Preparation of Research Design

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### What is research design?

How is the term 'research design' to be used? When constructing a building there is no point ordering materials or setting critical dates for completion of project stages until we know what sort of building is being constructed. The first decision is whether we need a high rise office building, a factory for manufacturing machinery, a school, a residential home or an apartment block. Until this is done we cannot sketch a plan, obtain permits, work out a work schedule or order materials.

Similarly, social research needs a design or a structure before data collection or analysis can commence. A research design is not just a work plan. A work plan details what has to be done to complete the project but the work plan will flow from the project's research design. Research design 'deals with a logical problem and not a logistical problem' (Yin, 1989: 29). Before a builder or architect can develop a work plan or order materials they must first establish the type of building required, its uses and the needs of the occupants. Similarly, in social research the issues of sampling, method of data collection (e.g. questionnaire, observation, and document analysis), and design of questions are all subsidiary to the matter of 'what evidence do we need to collect?'

### Meaning of Research Design:

*"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."* In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. *"The formidable problem that follows the task of defining the research problem is the design of the research project, popularly known as research design"*. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. More explicitly, the design decisions happen to be in respect of:

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- i. What is the study about?
- ii. Why is the study being made?
- iii. Where will the study be carried out?
- iv. What type of data is required?
- v. Where can the required data be found?
- vi. What period of time will the study include?
- vii. What will be the sample design?
- viii. What techniques of data collection will be used?
- ix. How will the data be analyzed?
- x. In what style the report be prepared?

Keeping in view the above stated design decisions; one may split the overall research design into the following parts:

**THE CONTEXT OF DESIGN:**

Before examining types of research designs it is important to be clear about the role and purpose of research design. We need to understand what research design is and what it is not. We need to know where design fits into the whole research process from framing a question to finally analysing and reporting data. Description and explanation Social researchers ask two fundamental types of research questions:

1. What is going on (descriptive research)?
2. Why is it going on (explanatory research)?

**Descriptive research:**

Although some people dismiss descriptive research as 'mere description', good description is fundamental to the research enterprise and it has added immeasurably to our knowledge of the shape and nature of our society. Descriptive research encompasses much government sponsored research including the population census, the collection of a wide range of social indicators and economic information such as household expenditure patterns, time use studies, employment and crime statistics and the like. Descriptions can be concrete or abstract.

A relatively concrete description might describe the ethnic mix of a community, the changing age profile of a population or the gender mix of a workplace. Alternatively the description might ask more abstract questions such as 'Is the level of social inequality increasing or declining?', 'How secular is society?' or 'How much poverty is there in this community?'. By demonstrating the existence of social problems, competent description can challenge accepted assumptions about the way things are and can provoke action. Good description provokes the 'why' questions of explanatory research. If we detect greater social polarization over the last



20 years (i.e. the rich are getting richer and the poor are getting poorer) we are forced to ask 'Why is this happening?' But before asking 'why?' we must be sure about the fact and dimensions of the phenomenon of increasing polarization. It is all very well to develop elaborate theories as to why society might be more polarized now than in the recent past, but if the basic premise is wrong (i.e. society is not becoming more polarized) then attempts to explain a non-existent phenomenon are silly.

#### Explanatory research:

Explanatory research focuses on why questions. For example, it is one thing to describe the crime rate in a country, to examine trends over time or to compare the rates in different countries. It is quite a different thing to develop explanations about why the crime rate is as high as it is why some types of crime are increasing or why the rate is higher in some countries than in others. The way in which researchers develop research designs is fundamentally affected by whether the research question is descriptive or explanatory. It affects what information is collected.

#### Quantitative and qualitative research:

Similarly, designs are often equated with qualitative and quantitative research methods. Social surveys and experiments are frequently viewed as prime examples of quantitative research and are evaluated against the strengths and weaknesses of statistical, quantitative research methods and analysis. Case studies, on the other hand, are often seen as prime examples of qualitative research- which adopts an interpretive approach to data, studies 'things' within their context and considers the subjective meanings that people bring to their situation.

#### Principles of Research Design:

Research designs can be classified into three broad categories, according to the amount of control the researcher maintains over the conduct of the research study. The three general categories are experimental research, field research, and observational research. Each of these categories varies on two important characteristics: internal validity and external validity. Internal validity describes the ability of the research design to unambiguously test the research hypothesis. An internally valid design accounts for all factors, including those which are not directly specified in the theory being tested, which might affect the outcome of hypothesis tests. It insures that these factors do not confound the results. Since it is impossible for any single research design to account for all such potentially confounding factors, we must speak of better or worse internal validity, not of perfect validity. But designs with higher internal validity

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will, for example, control or account for the actions of variables which might produce spurious relationships. In general, they will eliminate more of the alternative explanations of research findings than will experimental designs with weak internal validity. External validity refers to the generalizability of the research, that is, the ability of its conclusions to be validly extended from the specific environment in which the research study is conducted to similar "real world" situations. The results of an externally valid study can be used to predict the behavior of the theoretical constructs outside the laboratory or data center. Externally valid research with generalizable conclusions is obviously more valuable than externally invalid research, whose conclusions are restricted to specific research settings.

#### Summary

This chapter has outlined the purpose of research design in both descriptive and explanatory research. In explanatory research the purpose is to develop and evaluate causal theories. The probabilistic nature of causation in social sciences, as opposed to deterministic causation, was discussed. Research design is not related to any particular method of collecting data or any particular type of data. Any research design can, in principle, use any type of data collection method and can use either quantitative or qualitative data. Research design refers to the structure of an enquiry: it is a logical matter rather than a logistical one. It has been argued that the central role of research design is to minimize the chance of drawing incorrect causal inferences from data. Design is a logical task undertaken to ensure that the evidence collected enables us to answer questions or to test theories as unambiguously as possible. When designing research it is essential that we identify the type of evidence required to answer the research question in a convincing way. This means that we must not simply collect evidence that is consistent with a particular theory or explanation. □□

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## "Questionnaire"- the capital weapon for Research Methodology

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### Introduction

Research is search for new knowledge. If we scrutinize the ancient Indian mythology we find innumerable instances of research activities which were commonly known as Dhyana or Yoga. "Sanjay" was asked various questions regarding the outcome of the Kurukshetra war. In the Bishnu Sarmah's Panchatantra we find the use of questionnaire where Betal asked many questions to Vikramaditya to know the fact regarding public administration.

### Questionnaire and research methodology

Questionnaire is a device for securing answers to questions by using form which the respondent fills in himself. It is an important instrument of research particularly in case of applied field. It is often used by private individuals, research scholars, public and private organization and various govt Departments. In this method a set of questions are sent to the concerned persons with a letter requesting him to answer the questions and return the same. A questionnaire consists of a number of questions printed in a definite sequence. It is mailed to respondents who are expected to read and understand the questions and write down the reply in the space provided.

Questionnaire has the following merits for which it is extensively used in research methodology

1. There is low cost even when the universe is large and is widely spread geographically.
2. It is free from bias of the investigator.
3. Respondents have adequate time to give well thought out answers.
4. Respondents, who are not easily approachable, can also be reached conveniently.
5. Large samples can be made use of and thus the results can be made more dependable and reliable.

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Despite the above merits it suffers from the following limitations

1. This method adopted only where the informants are literate people show that they can understand written questions and send the answers in writing
2. It involves some uncertainty about the response. Co-operation on the part of the informants may be difficult to presume.
3. The information supplied by informants may not correct and it may be difficult to verify the accuracy.
4. It is difficult to know whether willing respondents are truly representative.
5. This method is likely to be slowest of all.

The success of this method depends on the skill with which the Questionnaire is drafted and the extent of willing co-operation of the informants is secured. Since the advantages of the personal contact are lost in the mailed Questionnaire the form and tone must be designed to supply as far as possible the missing personal elements. In order to make the method successful the following points should be given due weightage

- a. The Questionnaire should be so structured that it doesn't become a burden some on the respondents,
- b. Its use should be preferred in such cases where there a legal compulsion to supply the information so that the risk of non response is wiped out be
- c. It should adopt in such enquiries where it is expected that the respondent would return it because of their own interest in the enquiry.

Researchers must pay proper attention to the wording of questions since reliable and meaningful returns depend on it to the maximum extent. Without knowing people's mandate an opinion on a particular hidden fact, research can't have worthiness. So Questionnaire is a vital instrument for research methodology.

Regarding Questionnaire and its use in research the following points should be specially noted

1. No. of questions should be small.
2. Questions should be arranged logically
3. Questions should be short and simple to understand
4. Ambiguous questions ought to be avoided
5. Personal questions should be avoided
6. Questions should be capable of objectives answers
7. Questions should look attractive

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8. Questions requiring calculations should be avoided

### Conclusion

From the above discussion we can summarize that the technique of Questionnaire is very useful in extensive enquiries and can lead to fairly reliable result if properly conducted. This technique is fruit bearing and inevitable in modern research methodology. □□

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## The Idea of Enlightenment in the poetry of John Keats

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Born of somewhat humble parentage in England on October 31st, 1795, John Keats gained literature distinction as a remarkable romantic poet within a very short span of life. Along with Lord Byron and Percy Bysshe Shelley, Keats is one of the formidable figures forming the second generation of Romantic poets. As a typical romantic poet; the qualities of Keats are many-sided. Romantic Poetry is - (1) in the tradition of Spenser and Shakespeare; (2) is a return to the past, particularly to the Middle Ages and a recreation of the atmosphere of enchantment and mystery, (3) a faithful and sensitive picture of nature, (4) is relies on the imagination to lighten the effect - all these aspects combine and mingle in the poetry of Keats. He visualises nature more in the pictorial than in philosophical terms to allow the idea of enlightenment take a forceful flight.

Keats, whose works explore the significance of beauty, joy and imagination in world of suffering and death, is not only a great poet of the Romantic Era but it also generally acknowledgment to be among the finest writers of personal correspondence in English. Passion for the sensuous beauty, the joy derived out of it are the aspects of early adulthood. In John Keats's case, they became, as well, the dominant themes of his most important poetry. The work theme includes both the effort and the love of creating beauty and the immortality Keats longed for as recompense. Once, perhaps exaggerating, Keats wrote that "the mere yearning and fondness" he had "for the Beautiful" would keep him writing "even if [his] night's labours should be burnt every morning and no eye ever shine upon them." Not passing, however, was\* the tenacity of his ambition: "I would sooner fail than not to be among the. greatest." Keats's quest for immortality takes several forms: It appears openly, especially in the sonnets and in "Ode on Indolence" arid "Ode to Psyche" as the anxieties of ambition-being afforded the time, maintaining the will and energy, and, not least, determining the topic, or territory, for achievement. It includes a metamorphosis fantasy, whereby the young poet becomes deified or capable of immortal poetry through absorption of divinely granted

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knowledge. The ambition/work theme also takes a self-conscious turn in *The Fall of Hyperion*, questioning the value to a suffering humankind of the dreamer-poet's life and work. Enlightenment historiographical and anthropological models inform, for example, his understanding of the development of poetry as a series of historically situated and determined stages, most notably in his epistolary rendition of poetic evolution from Milton to Wordsworth and in his image of the 'Mansion of Many Apartments' but also in his conjectural histories of the poet-figure in *Endymion*, *Hyperion* and *The Fall of Hyperion: A Dream*. In each of these poems, the poet undergoes a complex development from nascent to cultivated reasoning and from selfish interiority to humanitarian sympathy employing the 'methodological individualism' common to many Enlightenment models of human progress. Unlike Wordsworth, Southey and Peacock, Keats does not habitually use 'savage exempla' or primitive models as 'analogues' to the poet-figure - in the development from nature to culture, his poet is more often on the side of culture - but the process of the transition from rudeness to refinement is nonetheless at the heart of much of his poetry, and the primary argument of this book is that Keats's ^, infamous and self-conscious narrative of his own poetic development exists alongside a much more pervasive Enlightenment trope of development in his work' about the origins, ends and "science of man. - The love theme explores dreams of heterosexual bliss, but it also moves into the appropriate relationships to be had with art and nature. The imagination is the ally of love's desires; reality and reason are their nemeses. In "The Eve of St. Agnes," a better lover, in Lamia, a better place, are dreams that dissipate in the light of reality and reason. "Ode to a Nightingale" attempts a flight from reality through identification with beautiful song rather than through dream, but the result is an intensification of distress. "Ode on Melancholy," "To Autumn," and "Ode on a Grecian Urn/1 however, suggest perspectives on the human condition, nature, and art that can be maintained with honesty and deeply valued without recourse to dream. One could say that Keats's love, theme moves toward the understanding and acceptance of what is.

Keats's poems are certainly not reducible to versions of various Enlightenment' developmental narratives about the science of man, and they at times complicate, contradict and even prevent readings in these terms. Moreover, he frequently adapts acquired or established modes of understanding and struggles, as Womersley remarks of Gibbon 'to extend the adequacy of his historical imagination'

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Keats's self-deprecating humour - 'I know nothing I have read nothing' and his distrust of 'consequitive reasoning' may raise doubts as to whether he employed formal or conventional intellectual frameworks, but his aversion to the rationalism/ of consequitive reasoning was not a conflict between 'reason and unreason'. Nor was his self-declared preference for 'sensations' over 'thoughts' a simple contest between 'intuition' and 'philosophy', or 'sensation', and 'reflection', as scholarship outlining the central place of the sensations in eighteenth-century moral philosophy has emphatically demonstrated. In spite of his occasional anti-intellectualism and "his tendency to reject the kind of poetry that amounts to a 'sketchy intellectual Landscape' rather than a search after Truth" Keats does not dismiss the value of philosophy, knowledge and book-learning. He notes in a letter to Benjamin Bailey of 22 November 1817 that he has 'not one Idea of the truth of any of my speculations', but the fact that he does not claim to have a 'mental Cottage of feelings quiet and pleasant' with an attendant 'Philosophical Back Garden' is not to say that his ideas on philosophy are nothing more than guesswork and intuition. Keats' awareness of the ways in which changes in social and economic conditions are reflected in literary practices, as well as his understanding of the interdependence of manners, morals, laws, customs and opinion, suggest that he was writing against the background of his acknowledged reading of Locke, Rousseau, Voltaire, Buffon, Robertson, Gibbon, Hutcheson and Mavor, and in all probability, his additional reading of Montesquieu, Goldsmith, Blair, Hume, Hartley, Warton and Smith.

It is true that Keats frequently represents his development as the "very gradual ripening of the intellectual powers" and that he often enacts an unstable and even anxiety-ridden "sense of staged" process in his poems and letters; Without being facetious, one could identify John Keats's greatest achievement as "becoming one of the greatest poets of the English language in twenty-five years, three months, and twenty-three days of life, for Keats died before the age of twenty-six. Douglas Bush has said that no other English poet would rank as high as Keats if he had died as young- not William Shakespeare, John Milton, or Keats's greatest contemporary, William Wordsworth. Whereas other poets, especially his Romantic contemporaries, have gone in and out of critical fashion, Keats's reputation, has endured since shortly after his death.

An exploration into ideas of enlightenment in the poetry of John Keats in contemporary context is both justified and desirable because critics have paid a misleading amount of attention (to the narrative of Keats'

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own poetic development rather than to the ways in which his poetry enacts and depends on competing historical and cultural ideas as well as upon the various modes and forms of representation that attend them. Few scholars have attempted to situate his poems within an intellectual and historiographical-context that focuses on changing standards of representation. Even fewer have endeavoured to historicise his work from within the specific context of his reading of history, philosophy and social theory; that is, from within the discursive practices that emanate from his own reading of the texts that set the agenda for the intellectual debates of his time.

Keats followed the Shakespearean model of impersonality in art; that is, the surrendering of self to the fullest development of character and object, and it is this impersonality, coupled with intensity, that makes his poetry readily accessible to a wide range of modern readers. The reader does not have to re-create Keats's time, empathize with Romantic norms and beliefs, or identify with the poet's unique biographical experiences to appreciate his poetry fully. Keats is sane, honest, and open; his art is varied, intense, and rich in texture and experience. As he said of his poetic model, Shakespeare, Keats was as little of an egotist as it was possible to be, in the Romantic period, at least, in the, creation of art.

In spite of the revisionist trend of Keats criticism in the last thirty years and the publication of works such as Hermione de Almeida's edited collection *Critical Essays on John Keats* (1990) and other notable exceptions which assert 'the intellectual life and philosophical tenor' of his poetry, the assumption remains that his knowledge of 'serious' works of history, philosophy and political economy is at best fragmentary, speculative and unsophisticated, and at worst virtually nonexistent. As de Almeida puts it, 'a certain view of Keats persists: he was, if not ill-educated but for a few trade skills in bloodletting and tooth pulling, then self-educated on a few books lent to him by his friends.'

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## A STUDY ON DOMESTIC VIOLENCE HUMAN RIGHTS

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### A STUDY ON DOMESTIC VIOLENCE AND HUMAN RIGHTS

Rights are those rights which are fundamental for living and for normal human existence. It is based on the concept that every man and woman, irrespective of caste, creed, colour, race and nationality is entitled to certain fundamental rights such as the right to live, speech, freedom, justice, etc.

However, in almost all the states, particularly in several third world states or developing new states, violations of human rights have been going on in several ways and on several grounds.

Domestic violence is a ground on which Human Rights are being violated. We define domestic violence as a pattern of abusive behaviour in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic or psychological actions or threats of actions that influence another person.

Domestic violence can happen to anyone regardless of race, age, sexual orientation, religion or gender. Domestic violence affects people of all socio-economic backgrounds and education levels. Domestic violence not only affects those who are abused, but also has a substantial effect on family members, friends, co-workers and the community at large.

In fact, it is a rather impossible to summarize the kinds of domestic violence faced by the women in India. Dowry death is a worst form of the domestic violence wherein many married women have been killed at their matrimonial home by her husband and relatives out of greed for dowry. Domestic violence is widely recognized as a serious human rights violation that affects women worldwide. In recent years, human rights advocates and government have also become aware of the severe financial and economic burden that domestic violence imposes on victims,

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households, the public sector, private business and society as a whole. Researchers have concluded that domestic violence significantly impedes economic growth and development.

Protection and maintenance of human rights is a fundamental duty of every government. But we should beware about domestic violence, for securing a better and widespread protection of human rights. Education in human rights must be made a part of the education system in every state. Special attempts must be made for the protection of the human rights of women and weaker sections of society, and also attend the local volunteer advocate training to learn more about violence against women.

As a community member, friend or family member refuse to support media/entertainment forums that perpetuate objectification of women and violence against women. We must attend public awareness events in our community and on campus such as candlelight visits or presentation. Lastly countries particularly domestic countries must stand together in this respect and take necessary persuasive actions; to see that these fundamental human rights are enjoyed by the people and these should be no curb on them whatsoever.

#### Introduction.

Domestic violence is not just a current issue in the world. From the very beginning of human life, domestic violence has been an inborn element of society. In present society, a kind of violence is booming behind closed doors of our homes all over the world where peoples are being tortured, beaten and killed, which is called Domestic Violence. These incidents take place almost everywhere in rural areas, towns and cities. It is involving all social classes, genders, racial lines and age groups. Through this violence anyone can be victim and a victimizer who are in a relationship with, whether it may be a wife, husband, SOTI, daughter, father, mother, grandparent or any other family members. It may be a male's or female's violence towards another male or female.

On the other hand human rights are the rights that every person is entitled to simply by virtue of being human. The term "Human Rights" denotes all rights that are present in our society and without which one cannot live as human being. Human rights are basic rights that a person irrespective of race, gender or on any other back ground cannot be denied any where or at any condition.

Of late the question of human rights has received a great deal of attention Today violation of human rights is seriously taken note of by international bodies and champions of democracy. Violation of human rights

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is seen in different parts of the world. The problem with human rights is that different people and countries have a different understanding of the term and its protection.

**Forms of Domestic Violence:**

Batterers use a wide range of abusive and violent behaviours against their victims. Some of the abusive behaviour used by batterers results in physical injuries. Other techniques employed by batterers involve emotionally abusive behaviours while these behaviours may not result in physical injuries they are still psychologically damaging to the victims. Batterers employ different abusive behaviours at different times. A diagram called the "POWER AND CONTROL WHEEL" developed by the Domestic Abuse Intervention Project in Duluth, identifies the various behaviours that are used all used by batterers to gain power and control over their victims.

Form of domestic violence can include physical violence, sexual violence, economic control psychological assault (including threats of violence and physical harm, attacks against property or pets and other acts of intimidation, emotional abuse, isolation and use of the children as a means of control) and emotional abuse.

**(a) PHYSICAL VIOLENCE:** Physical Violence is use of force against another. Examples include hitting, shaving biting, restraining, shaking, choking, burning, forcing drug/alcohol use and assault with a weapon etc. physical violence may or may not result in an injury that requires medical attention.

**(b) SEXUAL VIOLENCE:** Sexual Violence involve the violation of an individual's bodily integrity (sexual assault) including solving sexual contact, rape and prostitution, as well as any unwelcome sexual behaviour (sexual harassment), including threatening someone in a sexually demeaning manner or any other conduct of a sexual nature, wheather physical, verbal or non-verbal. Sexual abuse also includes behaviour which limits reproductive rights, such as preventing use of contractive methods and forcing abortion.

**(c) PSYCHOLOGIAL ABUSE:** It is often characterized intimidation, threats of harm and isolation. Example include instilling fear in an intimate partner through threatening behaviour, such as damaging property as abusing pets.

**(d) EMOTIONAL ABUSE:** It often involves under missing an individual's sense of self-worth. Example of emotional abuse includes constant criticism, name-calling, mocking and treating like a servant.

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(e) ECONOMIC ABUSE: It involves making or attempting to make the victim financially dependent on the abuser. Examples of economic abuse include preventing or forbidding an intimate partner from working or gaining education, controlling the financial resources and withholding access to economic resources.

The 2008-09 bulletin states, "more than one in four women (28%) and around one in six men (16%) had experienced domestic abuse since the age of 16. These figures are equivalent to an estimate 4.5 million female victims of domestic abuse and 2.6 million male victims".

#### Domestic Violence in India:

The domestic violence established in India in various forms whose underlying reason could be desired to gain have power over another family member, to abuse someone for personal benefits, to show ones supremacy rapidly over another and orthodox social influence also add to the strong point. The intensity of domestic violation in various form and their causes of occurrence in society may be different from place to place and with different cultures.

According to the latest National Crime Records Bureau-2007, a total of 1,85,312 incidents of crime against were reported in the country during 2007 as compared of 1,64,765 during 2006, thus recording an increasing of 12.5% during 2007. These crimes have continuously increased during 2003-2007, with 1,40,601 cases in 2003; 1,54,333 cases in 2004; 1,55,553 in 2005; 1,64,765 cases in 2006 and 1,85,312 cases in 2007. The total numbers of sexual harassment cases were 10,950 in 2007.

The occurrence of domestic violence against women, men and children are explained below:

#### a. Domestic Violence against Women:

This form of domestic violence is most common of all. One of the reasons for it being so prevalent is the orthodox and idiotic mindset of the society that women are physically and emotionally weaker than the males. The newly married women become subject to verbal and physical abuse, women stalking and battering include dissatisfaction with the dowry and exploiting women for more of it arguing with the partner, refusing to have sex with him, neglecting children, going out of home without telling the partner, not cooking properly or on time, indulging in extra marital affairs not looking after in laws, greed for dowry, desire for a male, child and alcoholism of the spouse etc. Violence against young widows are as molestation and rape attempt of widow women by other family members, deprived of proper food and clothing, physical abuse against women

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include slapping, punching, grabbing, burdening them with drudgery, public humiliation and the neglect of their health problems. Though women today have proved themselves in almost every field of life affirming that they are no less than men, the reports of violence against them are much larger than against men. In India, more than 55 percent of the women suffer from domestic violence, especially in the states of Bihar, M.P. and other northern states. The TANDOOR MURDER case of MAINA SAHANI in New Delhi in the year 1995 is one of such dreadful incident of a women being killed and then burnt in a Tandoor by her husband.

**b. Domestic Violence against Men:**

There is no question that domestic violence directed against women is a serious and bigger problem, but domestic violence against men is also increasing gradually in India. Battering of men by their spouse and family members has become a concerned issue and is another form of domestic violence, under purview of judiciary. In India, compared to violence against women, violence against men is less frequent. But it has already taken 3 deadly shape of the western countries by now.

**c. Domestic Violence against Children / Teens:**

Within four walls of homes children and teenagers are also victims of domestic violence. Its reason could be the disobeying parental advises and orders, poor performance in academics or not being at par with other children in neighborhood, debating with parents and other family members abusing the parents or speaking ill about other family members, not returning home on time, not following family traditions, forcing them to stay at home and not allowing them to go to school etc. Domestic violence against girls are like Honor Killing when young girls many somebody outside their caste and race against her family's wishes, causing sexual harassment of children in homes by family members themselves and emotional abuse are other forms of domestic violence against children etc. Ill treatment of servants and maids in households are also another form of domestic violence.

**Effect of Domestic Violence on Human Rights:**

Human Rights are those rights which are fundamental for living and for normal human existence. All the different forms of violence adversely affect the human rights of society. Violence against women may keep them locked at homes succumbing to the torture they face. Our laws and policies have failed to stop domestic violence or adequately impact. One in four women and one in seven men will experience domestic violence hi their lifetime, enduring a violation of their dignity and human rights Domestic

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Violence have ongoing and destabilizing effects on individuals; families and communities. It has also an enormous fiscal impact estimated to cost the United States approximately 12.6 billion annually.

Female domestic violence victims also face a severe lack of legal representation in court, whether seeking orders of protection or custody of their children. Despite the fact that basic needs are at stake in these processing, there is no constitutional right to counsel in civil cases. This is significant because having a lawyer vastly improves case outcomes. Further even women who obtain orders of protection have little recourse because there is no constitutional right to enforce them. There is also no federally recognized right to remedy for women who experience domestic violence.

The consequences of domestic violence widely affect women or girl or children's productivity in all forms of life. The victims may sometimes commit suicide if they feel insecurity in their home or in their society or if they lose self confidence and desire for living.

#### REMEDIES FROM DOMESTIC VIOLENCE:

A very important question in wake of domestic violence remedies is that what exactly we are looking for in the process of minimizing their occurrences.

**a. Need for stringent laws:** Domestic violence was recognized as a specific criminal offence in the society. The government of India passed a Domestic Violence Bill, 2001. An act called protection of women from Domestic Violence Act, 2005 (DVA<sup>^</sup> 2005) also has been passed.

Unfortunately, there is no single law in the Indian constitution which can strictly deal with all the different forms of Domestic Violence.

**b. Role of Non-Government Organizations (NGO):** The role of non governmental organizations is controlling the violence and curbing its worse consequences is crucial. SAKSHI- a violation intervention agency for women and children in Delhi. These are at present one NGO's for welfare of men like Social Welfare Association for men (SWAM) in Chennai. C. Police and Health Care: Police plays a major role in tackling the domestic violence cases. They need to be sensitized to treat domestic violence cases as seriously as any other crime.

Authorities should take steps to recognize domestic violence as a public health issue. A crisis support cell needs to be established in all major government and private hospitals with a trained medical social worker to provide appropriate services.

The public should be acquainted with knowledge of law through  
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electronic media, printing media or different awareness programme.

The moral teachings in educational institutions can also reduce violence.

**Conclusion:**

Protection and maintenance of human rights is a fundamental duty of every government. But we should beware for securing a better and widespread protection of human rights. Education in human rights must be made a part of the education system in every state. Special attempts must be made for the protection of the human rights and also attend the local volunteer advocate training to base more about violence against women. The trend of domestic violence is now being analyzed as National Problems and Governmental Agencies made out huge work to manage in India. Police plays a major role in tackling the domestic violence cases. They should encourage more and more people to report any case of domestic violence so that proper action may be taken against the culprits. Lastly, domestic countries should stand together in this respect and take strong actions to see that human rights are properly enjoyed by the people. □□

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## Higher Education in a changing Scenerio : A Subject Analysis from ancient to present times

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### Introduction:

Higher education, that we have seen today and here before twenty years back, has a great difference wherein no second opinion about it. What was found and considered dignified i.e. a simple Graduate in any discipline; it is no more dignified and seems to be miserably less valuable. It is because that thousands and thousands of such graduates either cannot show their competence what the have learnt or incompatibility in their respective fields has made such so called degrees useless. This is a great problem for higher education so far as the observation of this presenter is concerned. With the pace of time of higher education has achieved its peak in India along with all parts of the world but still it has left many things untouched. Value education and creating self depending courses in some traditional degree courses and collegiate education is a dire need which now a days is considered to be unavoidable.

It is seen here that a period of twenty years is a short span of time but the value of Higher education can be observed very transparently here. In this paper, it has been tried not to highlight the problems of higher education but an observation is made about the origin of higher education in Indian context and its development till present scenario.

### Historical Context:

Historically, India has been the land of teachers and learners. Knowledge has always been regarded as the highest virtue in Indian society. The concept of a university is close to that of the forest ashrams of the ancient Hindu tradition for adult learning. As far back as 1500 BC, teachers would retire to clearings in the forests, far from the noise of settlements, and attract a group of young men willing to join them in living a life of contemplation and philosophical discussion (Fletcher, 1968) The well-Vision / 64



known Takshashila and Nalanda universities existed centuries before modern universities came into being in Europe and other parts of the world.

#### Modern Context:

In 1854 establishment of modern universities in India was first recommended by the British colonial administration; universities in Bombay, Calcutta, and Madras were set up in 1857. However, about 25 colleges had been established a little earlier. During the next 90 years, development of higher education was slow, and by Independence in 1947 only 20 universities and 500 colleges had been set up, enrolling about 230,000 students. Higher Education in SAARC Region The six decades since Independence have witnessed tremendous expansion of higher education, and India's system is now one of the largest in the world. Currently, 367 universities and nearly 18,100 affiliated colleges have an estimated enrollment of over 11.2 million students (Thorat, 2007). The number of teachers engaged in these institutions has also increased, from only 21,000 in 1947 to about 500,000 now, including those in technical and professional institutions. A large majority of students, about 82 percent, account for enrollment in general education courses in the arts, science, and commerce. The Open and Distance Learning (ODL) approach has had significant impact on higher education. The Indira Gandhi National Open University (IGNOU) at New Delhi, established in 1985, and 13 state-level open universities share about 25 percent of the total enrollment in higher education. Despite its large size, the system cannot meet the growing demand for higher education, especially from weaker sections of the society including culturally, economically, and educationally backward/deprived people. It caters to only about 10 percent of youth in the relevant age group (18-24 years), while corresponding figures are more than 50 percent for most developed countries and 20 to 30 percent for developing countries. This scenario illustrates the need for a massive expansion of higher education facilities in the near future.

#### Initial patterns of higher education:

For entry into higher education institutions in India a student must have passed the senior secondary or intermediate examination conducted by a state or central board of school education, after studying for 12 years in a school. The first university degree course in general education in arts, science, and commerce is of three years' duration, followed by two years

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of master's-level courses, and three to five years of research work leading to a doctorate degree in a field of interest. After senior secondary courses, a student may attend professional or technical courses lasting four to five years in law, engineering and technology, medicine, commerce, or business management.

**Role played by government in expanding higher education:**

The government funds higher education at the rate of 90 to 95 percent. As the system has expanded, the requirement for funds to maintain it has also increased, resulting in a heavy burden on the public exchequer. The government now spends about 4 percent of GNP on education, most of which is shared by elementary and adult-education programs. Only about 30 percent of all the 18,100 colleges receive government aid. Universities are being asked to generate their own funds and become largely self-supporting. Moreover, market forces are compelling higher education institutions to introduce job-oriented courses, which require higher investment than general education programs. This situation has led to increased privatization of higher education in India as well as other parts of the world. Some argue that the government should have the major role in funding primary education and literacy programs while encouraging higher education institutions to become self-supporting through privatization.

**Influences of foreign policies in higher education:**

The World Trade Organization (WTO) has come out with a General Agreement on Trade in Services (GATS) to ensure that cross-border transactions in higher education are covered like any other type of trade under its complex rules and legal arrangements. As soon as India signed GATS, foreign universities started entering the country. At present more than 100 foreign universities, mostly from the United States, the United Kingdom, and Australia, operate in India. Some Indian universities are planning to set up study centers in other countries for their specialized fields.

**Privatization of education:**

Private education is not a new concept for India. In ancient times, each ashram was run by a guru, or teacher, and supported by voluntary gifts, known as guru dakshina, from students. Today's situation is completely different. Most private universities and institutions have been established by state governments under private university acts. The

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number of institutions deemed to be universities in specialized fields has grown sharply because of the number of students who pay for professional and technical courses out of their own pockets or take loans from banks has increased from less than 15 percent in the 1990s to about 50 percent today (Gupta, 2007). However, the quality of these technical courses is frequently questioned. Their main aim is to maximize profit with minimal financial input. Some have taken advantage of the mushrooming demand for skill-oriented courses in the employment market and are no more than degree and diploma mills.

Importance of open and distance learning:

For a country to achieve rapid socioeconomic advancement, a 20 to 25 percent participation rate of the relevant age group in higher education is a prerequisite. Therefore, India must expand its system of higher education further so as to accommodate at least 20 percent of eligible 18- to 24-year-olds. Future policies must capitalize on the ODL system and develop a network of open universities. The ODL system should account for at least 50 percent of total enrollment in higher education and provide a good quality education. The government must spend more on education by raising its budgetary allocation from 4 percent of GNP to 6 percent, as recommended by the Education Commission (1964-1966).

Conclusion:

Thus the changing scenario in higher education in India shows that India along with the other parts of the world, it tries to cope with the rapid growth of human civilization and the needs of the humanity of the past and present in mobilizing knowledge, wisdom and sources of survival of the humanity.

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## ROLE OF SELF HELP GROUPS IN POVERTY ALLEVIATION AND WOMEN EMPOWERMENT IN RURAL ASSAM

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Self Help Groups (SHGs) are small voluntary associations consisting of rural poor people which save small amounts at regular intervals. Presently, only women SHGs are functionally active. The rural women works together for the purpose of solving their economic problems through self and shared help with their small savings. The women organize themselves at the grass root level to find innovative solutions to their economic problems in order to develop their self esteem, self reliance and self confidence. SHGs have significant potential for contributing to women's socio-economic development. The SHGs can be regarded as a medium for alleviating poverty through social and economic empowerment of the poor particularly women which will further promote the economic development of the society.

**Key Words:** Self Help Groups, women empowerment

**INTRODUCTION:** The Origin of Self-Help Group can be traced from Grameen Bank of Bangladesh which was founded by Mohamed Yunus.<sup>1</sup> SHGs were started and formed in 1975.<sup>2</sup> In India, NABRAD initiated the concept of SHG in 1986-87. The concept of SHGs got a momentum when the Swarnjayanti Gram Swarozgar Yojana (SGSY) was launched by the Government of India. The principal objective of the SGSY was to bring the BPL families above the poverty line by ensuring a sustainable livelihood within a stipulated time frame. Through this centralized programme, a SHG can avail assistance in the form of loans, supported by government subsidy. The concept of Self Help Groups (SHGs) has emerged as a model to alleviate poverty and improve overall conditions of the rural poor,

1. Sarma, M.K. (2013): "A Study On Socio-Economic Condition Of Self Help Group Members in Golaghat District of Assam", *International Journal of Innovative Research & Development*, 2 (4) : 186-195
2. Gunasekaran, A. (2010): "Micro Credit and Women Employment through Self Help Groups: A Case study of Chennai City" *Rural Credit in the Era of Globalization*, Mahav Books, Haryana

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especially rural women.<sup>3</sup> The goal of forming SHGs is to promote savings and credit activities and to promote empowerment of women into production units.<sup>4</sup> Self-help Groups (SHGs) plays a significant role in alleviating poverty in the rural Assam also. It also serves as a strategy for social development with emphasis on self-reliance, self esteem, and self confidence. SHG mobilize people, to form organizations for overcoming barriers of participation and empowerment. Self Help Groups serve as a medium of delivering micro credit to the members.<sup>5</sup> Since Assam is a flood affected area and largely based on agro-economic climate conditions, people cannot depend entirely on agriculture throughout the year. Hence, alternative forms of economic activities such as handicrafts, rope making, embroidery, catering services, repair shops, cattle farming, fisheries etc., give immense scope for women to earn their livelihood. SHGs are trained in such activities by the Banks in collaboration with the NGOs. In addition, the concerned department of the government of Assam promotes the activities of SHGs and marketing of their products.<sup>6</sup> Consequently, the SHGs have been increasing abundantly and working in various income generation activities in rural Assam. This increasing trend is an indicator of success of the society as a whole towards development and enhancement of the rural economy.

**OBJECTIVES:** The present paper attempts to highlight the role of SHGs towards developing the socio-economic status of women in Assam particularly in the rural areas. This paper also tries to envisage the necessity of sustenance of SHGs for the empowerment of poor people of rural Assam particularly the women.

**METHODOLOGY:** This paper is a descriptive one and is based on secondary data collected from sources, such as research paper, research articles, reports etc. published in journals of national and international repute, periodicals and few websites in the internet. The paper is written in MS Word, 2007 format using Times New Roman font (Size:12, Spacing:1.5) in Windows XP professional operating system.

3. Bora, P. and Talukdar, R.K. (2012): "Functioning and Sustainability of Women Self Help Groups of Assam: An Analysis Based On Credit System and Income Generation" , Indian Res.J.Ext.Edu.12(2) : 107-112.
4. Choudhury, J. and Devi, R. (2009): "Women's Participation in Economic Development: Role of SHG"; In Konwar, K. and S. Das (Eds). Role of women in the socio-economic upliftment of Assam, Purbanchal Prakash, Guwahati, Assam.
5. Das, S.K. (2012): "Ground Realities of Self Help Groups -Bank Linkage Programme: An Emperical Analysis", International Journal of Research in Social Sciences, 2(2): 464-479.
6. Ibid-1



## OBSERVATION AND DISCUSSION:

### Role of SHGs in social and economic development:

#### Reasons for forming the Self Help Group:

As per Sarma (2013) there are more than 90,000 SHGs working in diverse fields in rural Assam, and the whopping number is an indicator of the success of the central government-aided venture in working towards development and boosting the rural economy.<sup>7</sup> SHGs play a vital role in eradicating poverty in the rural areas and aims to muster people to form organizations which will overcome the obstructions for socio-economic development at large. SHG have the potential for creating a new economic revolution in the lives of poor women by way of increasing their income. Thus SHGs also have a significant impact in improving the quality of life of rural women who are subjected to various domestic violence. Further, formation of SHGs promote saving habits and helps in obtaining financial support. Moreover, it also helps in initiating group activities, as well as community development activities.

#### Socio-Economic activities of SHGs and linkage with bank:

Women SHGs in rural Assam has initiated various activities for improving their economic status and of the community. Entrepreneurship development training are regularly organised for the community, leading to capacity building and increase in their self-confidence. Entrepreneurship activities such as Textiles and handloom, Weaving and embroidery, handicraft, Tailoring, Interest business, Domestic food product, Fishery, Piggery, Goat farming, Dairy, Poultry farming, cultivation etc. have enhanced their economic development. SHGs have also taken up social issues like AIDS campaigns, health issues, housing, child labour, women rights, drinking water, etc.

SHG members meet their daily expenses from their small savings. A revolving fund is being created from the savings of its members. To improve economic independence among women, SHGs are linked with banks. The Self- Help Group (SHG) bank linkage programme continued to be the main micro finance model by which the formal banking system reaches the Entrepreneurs of rural areas. The main advantages of the programme are timely repayment of loans to banks, reduction in transaction costs both to the poor and the banks, doorstep "saving and credit" facilities for poor and exploitation of the untapped business potential of the rural areas.<sup>8</sup>

7. Ibid-1

8. Rao, P.S. and Priyadarshini, Y.J. (2013): "Credit Options to the Rural Poor: Microfinance as a Source of Rural Credit in India", International Journal of Management and Social Sciences Research (IJMSSR), 2(4):8-21.



### Constraints faced by women SHG members and Sustainability of SHGs:

Lack of knowledge about government subsidies, technical know-how, increased work burden, household responsibilities, inadequate profit, delay in payment, lack of technical training are the major constraints faced by the members of women SHGs. For sustainability and strengthening of SHGs, the quality of the SHGs should be improved through monitoring, auditing and introducing mechanisms for self regulation. SHGs deals with many important issues like marketing, livelihood promotion, women rights, implementation of government programs, social auditing etc. Therefore, adequate and appropriate institutional development inputs should be provided to SHGs and the issues concerned with different constraints faced by women should be immediately addressed.

**CONCLUSIONS:** The subsistence of SHG program has played a significant role in socio-economic benefits which help the rural women to acquire power for their self supporting lives and nation building efforts. These schemes have enhanced the inculcation of habits that increase income generation. Women empowerment through SHGs have benefited not only to the individual women but also for the family and community. The SHGs is an important medium for the development of the rural socio-economy. The SHGs empower women and train them to take active part in socio-economic progress of the nation. Pandit Jawaharlal Nehru said, "To awaken the people, it is women who must be awakened; once she is on the move, the family moves, the village moves and nation moves." Now the women are awakened by the self help groups.<sup>9</sup>

SHGs helped the women to gain economic and social empowerment. It has made the women skilled in taking up income generating activities on their own though the margin of profit was less. The study also forces to conclude the need to become more careful in Selection of enterprises for income generation. Therefore, Government, NGOs and various agencies should come forward to give further guidance to SHGs in management of their groups and selection of market driven activities. There is no doubt that the SHGs had brought about remarkable changes in the lives of Members directly and to their family and society indirectly.<sup>10</sup>

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9. Ibid-4

10. Sharma, P and Varma, S.K (2008): "Women empowerment through entrepreneurial activities of SHGs", India Research Journal Extension Education, 8(1): 46- 51.



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"Youth Unrest: Issues and Impact on Socio-Economic  
Life of the People of India  
With Special Reference to NE Region"

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Introductory Remarks:

The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years. But, according to the Indian Government, persons between the ages of 13 to 35 are considered as youth. According to the United Nations Statistics approximately one billion youth live in the world today. This means that approximately one person in five is between the age of 15 and 24 years, or 18% of the world's population are 'youth'. According to New Oxford Advanced Learner's Dictionary, unrest means—a political situation in which people are angry and between the ages of 15 and 24 (global perspective) as well as the persons likely to protest or fight. In this way, when the persons between the ages of 13 to 35 years (Indian Context) do behave outrageously and adopt protest method in order to achieve the objectives and goals, then it would be called as Youth Unrest, which in course of time may also lead to social movement or agitation. In India, the persons between the ages of 15 - 24 is 18.2% of the total population.

Thus, it can safely be stated that the students, teachers, workers, unemployed, peasants, shop-keepers, traders etc. fall within the category of persons belonging to the above mentioned age-group. 'Social movements' or 'social unrest' are not the concern of political science or sociology only because Historical studies enrich our understanding of the present. A study on 'Youth Unrest should not be confined by the boundaries of separate academic disciplines, G. Shah (1990:9) has rightly remarked regarding the study on 'social movements' thus:

It should have, not so much more of an 'interdisciplinary' approach as understood by academia, as it should be 'non-disciplinary' to avoid the burden of one or another discipline.

Almost all the issues of contemporary global society at the present

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scenario are problematic at this era of globalization though a number of studies have been undertaken, on the issues on ethnicity, identity, religion, regionalism, globalization, terrorism, demonetization, financial instability, governibility crisis, human rights etc. yet we still lack any grand synthesis which would benefit the welfare of common people. In analyzing the issues of contemporary global society it should be kept in mind how much greater are the demands upon, and the expectations about, the present international society today than previously. In earlier periods, the interest in the international order was largely 'negative' and lay in prevention of any threats that might emerge from it. The interest is now 'positive' as well, as the international order is a much greater source than hitherto of a range of social goods. It can deliver information, economic resources, human rights, intervention, access to global social movements and international nongovernmental organization, and an abundance of cultural artifacts. Many of the 'goods' may be regarded as unwelcome intrusions, but they remain highly sought after by some Govts., and / or sectors of society, around the world (Ian Clark: 2008].

**Global Perspective:**

Before analyzing the students youth unrest and related issues on the socio-economic life of the people of India we should look at the pages of world history regarding the role of students and youths. So far as global scenario is concerned it has been observed that the Second World War (1st Sept, 1939 - 2nd Sept, 2945) killed around 5.5 crores people across the world in which 80% youths lost their lives. Two crores Soviet people lost their lives in order to fight heroically against Nazism led by Hitler. It is worthwhile to mention here that only 3% Soviet youths [between the age of 18 - 25 in 1941) were alive after the end of the war. In fact, the youths were the worst victims during World War II. Some scholars opine that brutal aspiration of aggressive fascism wanted to build an impotent society although fascist attempt miserably failed. The wheels of history do not walk behind though the responsibility for future was determined. The conscious youths were organizing against fascism, imperialism and war for the maintenance of peace. Their demands were liberty, democracy and peace. Under the above circumstances 437 representatives along with 148 spectators on behalf of 3 crores youths from 63 countries of the world assembled in a conference at Royal Albert Hall, London on 29th October to 10th November, 1945. From this conference World Federation of Democratic Youth took birth in order to build a society for new generation which would constantly strive for world peace and would unite youths all

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over the world irrespective of language, caste and creed. On the basis of this slogan student representatives from all over the world assembled on August, 1946 at Prague-Capital city of Czechoslovakia and founded International Union of Students or International Students Union. The first International Youth Festival was held at Prague on 25th July to 17th August, 1947 in which 17 thousand youth representatives from 71 countries took part in order to avert the conspiracy of imperialist power, massive violence in Greece and Dutch aggression on Indonesia. From 1947 to 2010, 17 international students and Youths Festival were held in different cities of the world, e.g. Budapest, Warsaw, Moscow, Vienna, Helsinki, Sofia, Berlin, Havana, Piong Eong, Caracas, Johannesburg. The slogans of world Federation of Youths and Students were discernible during the last 65 years of World Youths and Students Festival:

- ◆ World Peace and Fraternity.
- ◆ Hate against imperialism.
- ◆ Peaceful atmosphere, International fraternity.
- ◆ Fight against atomic war.
- ◆ Peace, fraternity and solidarity in favour of Vietnam.
- ◆ In favour of Cuba's solidarity.

From the contemporary international students and youth movements it can be observed that there are three phases of the students and youths movements:

1. To establish Neo-Fascism in European Countries.
2. To set up Democratic and Scientific Socialism in Latin American Countries.
3. To voice in favour of Democratic order in the Middle East Countries as well as to raise the voice in favour of secularism in present Bangladesh.

#### Indian Perspective:

Since the pre-independence days till today the students and youths in different parts of the country played a revolutionary role in order to achieve freedom, justice, socialism, democratic values, equality, etc. Fight against colonial rulers Bhagat Singh along with Chandra Sekhar Azad, Batukeshwar Dutta and others organized and inspired youth community in such a way that even today the students and youths of India have been following the ideals and revolutionary ideology of Bhagat Singh together with his popular slogan of 'Inqilub Zindabad'. During the freedom struggle like other parts of India, the student and youth community of Assam not only actively participated in various movements but also sacrificed lives

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for the cause of independence and revolutionary ideology.

During the post-independence period too, students and youths of different states of Indian Union launched agitations on various issues and problems. There were large-scale disturbances in Lucknow and Benaras Hindu Universities, in 1953 and 1958 respectively. Police firings on students took place in several cities such as Gwalior, Indore, Calcutta, Allahabad and Jaipur during the fifties and such events were repeated in almost all states in subsequent decades. The literature on student unrest or agitation or what is called 'student indiscipline' is vast though most of the writings were in journalistic nature (G. Shah: 1990). Most of the studies have been carried out by social-psychologists, educationist, journalists and sociologists. Though a number of case studies on different students' agitations in the post-independence period, there is no comprehensive study which offers an All-India picture dealing with different types of students' and youths' agitations. We do not have any in-depth historical account of student and youth movements in India except a few booklets. Thus, it is the need of the hour to undertake in-depth study on this area. It is noteworthy that Student and Youth unrest in different parts of the country at different times have been concerned with issues varying from educational problems to political and economic issues. Though students and youths often take up issues affecting only their own interests sometimes they also take up causes which do not directly affect them but to the society. Ross (1969) classifies students' protests into five types:

1. Political Protests;
2. Economic Protests;
3. Moral Protests;
4. Educational protests;
5. Protests for fun. Of course these protests are often inter-related.

However, sociologists and psychologists are not unanimous regarding the behaviour of students and youths though they pointed out on 'generation gap,' 'authority crisis', 'impatience character/ 'emotional responses/ 'radical outlook', 'divergence aspiration', 'intellectual convictions' etc. amongst the youths' behaviour pertaining to student and youth unrest. In a way, students' and youths' unrest or agitations are a part of overall ongoing economic and political crisis and the changing nature of the social order. As in other sections of society, intensive localism and middle class interests prevail among them barring a very few youths and students (G. Shah: 1977). In fact, Indian youth has not shaken off

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caste, family, regional or religious identities by becoming students (Gus field: 1970). Today, students and youths have been organizing themselves on the question of autonomy and self-determination particularly in tribal areas. Major students and youth unrest can be observed on the following issues:

- ◆ On the question of employment opportunities.
- ◆ College and University autonomy.
- ◆ On the question of scholarship.
- ◆ Examination system (for instance in Delhi University)
- ◆ Restrictions against students' autonomy.
- ◆ Supportive role in Telegana Movement
- ◆ Naxalite movement in West Bengal in sixties.
- ◆ Corruption in Politics.
- ◆ Authoritarian and corrupt states.
- ◆ Students' and Youth unrest in Gujrat and Bihar in 1970s.
- ◆ Anti-foreigners movement in Assam in 1979-1985.
- ◆ Against commercialization and privatization of educational institutions
- ◆ Against Liberalization-Privatization and Fund-Bank directed Globalization.
- ◆ Against communalization and criminalization of politics.
- ◆ Supportive role on autonomy movements in tribal dominated areas.
- ◆ Anti-Reservation movement in 1990's.

#### **Regional Perspective: North Eastern Region**

A numerous studies of students and Youth unrest of North Eastern Region have been carried out by various scholars. Some of scholarly studies are mentioned below: Amalendu Guha (1988), Moniul Hussain (1993), B.L. Abbi (ed. 1984), T.K. Oommen (1990), S.K. Chube (1973), B.C. Bhuyan, ed (1989), Myron Weiner (1978), P.S. Datta (1986, 1990, 1993), H.K. Borpujari (1998), Apurba Baruah (1992), Niru Hazarika (1998, 2005), Sanjib Baruah (2009 3<sup>rd</sup> impression), Subir Bhaumik (2009), B.K. Kunda (2007).

All these in-depth studies not only analysed linguistic, religious, ethnic, socio-economic and political issues but also elaborately and critically pointed out the psychological and historical factors on the basis of which the students and youth community of North Eastern Region particularly Assam launched agitations in numerous times till today. The issues and problems focused on these studies have been taken over easily by the students and youth community of Assam in order to spearhead the

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agitations and these should not be under-estimated as 'mere unrest' It has been found through these studies that class character of various student and youth movements of Assam were not properly focused except a very few, Here lies the gap and future research works to be undertaken. In fact, class dimension of ethnic movements launched by various Students' and Youth groups should be taken into account for the unity and solidarity of the common people for enlarging the space of common people in the democratic set up.

**Conclusion:**

It cannot be denied that social values have been changed as a result of capitalist development or for capitalist development. It is also observed that conspiracy has been going on just to derail the younger sections of the society. Under capitalist system a very few become richer at the cost of a major sections of the society who usually face poverty-hunger along with exploitation. Capitalism, at this era of globalization, has created such a situation that the younger generation pass their day to day lives along with their brain following the ideals of consumerism. Thus, according to some scholars the youths have no ideology and values. They have no dream, no goals, no morality and ethics at all. They are restless. Youth movements are emotional and whimsical along with no ideology. Under the complex contemporary scenario, in fact, not only the youths but also everyone may be influenced and inspired with these vague things. Thus, it is the task of younger generation to expose the real ideology, dream and goals so far as present societal issues and problems are concerned otherwise wrong philosophy and ideology may mislead the younger generation which will ultimately strengthen the hands of exploiters and oppressors. In fact, student and youth movements should be organised with a correct ideology together with a revolutionary ideals as far as our Indian society is concerned. Everyday and every movement our youths should be modified their thoughts in order to reach the destination i.e. for the welfare of major portions of the society. Today's youths are supposed to go a long way. Thus it is the need of the hour to adopt a correct ideology having mental sharpness and determination to fight unitedly to achieve a society in which humanity and equality will prevail.

\* Keynote Address Offered by the author at UGC- Sponsored National Seminar held at Nalbari Commerce College on 6th April, 2013.

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