Chapter 1

Introduction
CHAPTER I

INTRODUCTION

"The day will come when the progress of nations will be judged not by their military or economic strength, nor by the splendour of their capital cities and public buildings, but by the wellbeing of their people: by their levels of health, nutrition and education; by their opportunities to earn a fair reward for their labours; by their ability to participate in the decisions that affect their lives; by the respect that is shown for their civil and political liberties; by the provision that is made for those who are vulnerable and dis-advantaged; and by the protection that is afforded to the growing minds and bodies of their children".  

(UNICEF, 1994)

Development is not a newfangled phenomenon. It has always been there. Humanity would not have stretched the present stage, had there been no development. But today development has become a kind of stereotype so far its meaning and objectives are concerned. Although it is accorded an exceedingly high priority it obtains veritable significance only when it is strictly specified and not considered as a goal in itself. Development as such can not be measured and obtains meaningfullness only in a concrete context. It should be development aimed at something and it is always something material or spiritual that develops. Accordingly it can have an incessant variety of manifestations and each of them, in order to be understood, needs a special set of criteria to be applied. If we take society then development should not be abated to technological or economic development only in
which the former implies the latter. One of the broader definitions of development has been put forward in the recent years. According to which:

"Sustainable human development is development that not only generates economic growth but distributes its benefits equitably; that regenerates the environment rather than destroying it; that empowers people rather than marginalising them. It gives priority to the poor, enlarging their choices and opportunities, and provides for their participation in decisions affecting them. It is development that is pro-poor, pro-nature, pro-jobs, pro-democracy, pro-women and pro-children".

(United Nations Development Report, 1994)

The concept of social development as a phenomenon of 70's and 80's, is inclusive of economic development but differs from it in the sense that it accents the development of the totality of society in its economic political, social and cultural aspects. In this sense social development planning is not concerned with planning exclusively for social services, any more than it is with the exclusively planning of economic growth. There are many areas, apart from social or welfare services, where in the social perspective has a relevance. Prominent among these are areas relating to population policy, policy relating to urbanization, industrial location and environmental pollution, policies relating to regional development, policies of income growth, income distribution and land reforms, policies governing administration and people's
participation in planning and the implementation of plans (Gore, 1973).

Social development is thus not a plea for a larger allocation for social and welfare services though such allocations may be justified on other grounds; it is really an invocation for an integrated view of the scope of development which should embrace development in all its various facets - such a view would not result in a plan for economic development which is expressed only in terms of financial and raw material allocations but would imply simultaneously the political, socio-structural and, cultural goals and infra-structures that are necessary both as a means to achieve economic development, and as ends in themselves. A social development perspective can not permit propositions in which economic development comes first and is latter followed by steps to ensure distributive justice through a modified income policy or provision of a magnified network of tax supported social and welfare services. In this sense social development as distinct from economic development - entangles planning for simultaneous development on many different flank. This has further been emphasised by the United Nations -

"Thus, qualitative and structural change in the society must go hand in hand with economic growth, and existing disparities - regional, sectoral and social - should be substantively reduced. These objectives are both determining factors and end results of development; they should therefore be
viewed as integrated parts of the same dynamic process"....

United Nations, (1975:IV)

From this statement of United Nations, we discern that social development is a broader concept and means something more than merely economic, political or environmental development. It is not merely an endeavor for providing ad hoc growth targets in each of the separate sectors of planning. This type of social development planning has existed in all the developing countries. Most of the national development plans provide for economic physical, infrastructural, educational, health and welfare targets of growth or expansion. In nutshell, social development planning requires the perception and delineation of the nature of inter relationships between the different sectors. As stated earlier, social development is an integrative concept and this integration depends upon enunciation of values, type of society and the social groups towards which planning is to be undertaken. It is here that the present study finds its relevance in highlighting the role of planned development in the social nurturing of women and children.

One important point to be noted is that the developing countries have chalked out all the planning in the broader perspective of welfare state. As soon as these countries, particularly in South Asia, became free from colonial rule,
they defined their goals for state planning in terms of modern democratic welfare state of the western countries. The modern ideals of economic progress, full employment, social security, equalisation of opportunity, wealth, incomes and the recognition of the responsibility of state to form its policies so that these ideals become attained, are included in the directive principles.

Let us make the case more focussed on Indian situation, we find that as opposed to the rich countries of the world, there are still, in fact usually relatively few planned and effective measures of state intervention for social development of women and children. This factor along with other factors played a cardinal role in the social backwardness of half of the population. The kind of situation which we have in our society covet much attention for social development of women and children and which may happen by investing more in the non-material aspects like education, health, nutrition and social welfare polices. This is going to pay in a variety of ways. For example when we provide educational facilities to women it is going to bring attitudinal change in them; it will expand their thinking capability and can well be used for the economic growth and social change. Educating a woman means educating a family. A woman engaged with education will marry at a proper age, as she will be spending a considerable number of years with studies and at the same time she will get a less
period of high reproduction. On the other hand, marrying at a mature stage means that the child born to her will be healthy and the result will be less morbidity and less infant mortality. Thus once the parents are sure of the survival of their child, they will prefer to have less number of children. Hence the number of dependent and over population can be reduced and few mouths can get more chunk of developmental cake. Educated mother can socialise her children properly. It is very easy for her to visualise the benefits of child and family health as a whole for preparing good citizens. For an educated woman chances of getting a paid job are higher and this means her economic independence which ultimately will escort to her say in family matters and decision making.

If sufficient provisions are made to provide health facilities to women and children, it will muster their health status. A healthy woman can work for longer hours and the result will be economic growth and social change. Services like maternity (pre-natal & neo-natal) can reduce the morbidity and infant mortality rates. Immunization can help in reducing the number of infant deaths and physically handicapped persons who are a life long onus on society. There are thousands of the children who suffer from moderate and acute malnutrition and most of these children are under weight. Such children become facile prey to the diseases and the chances of their survival are remote. Therefore, if
arrangements are made to provide the nutritional services to the children, we can reduce the infant mortality rates.

Women and children form a sizeable proportion of the population in J & K. Kashmiri Society is still a closed one and commemorates traditional family, marriage and kinship system. Joint family system is still dominant, however, nuclear family system is growing, patriarchy is strong. For majority of the women domestic affairs remain dominant activity.

So far as the development programmes for women and children are concerned, the state has been following the national planning guidelines in this regard. Since the first five year plan (1951), provisions have been made with the major thrust on their education, health and economic independence. The emergence of state social welfare advisory board and the social welfare Department (1960), stain the beginning of organised efforts to doff the social backwardness of women in the state. Yet another bold measure was the setting up of the state Advisory Committee under Remuneration Act in 1976.

Special provisions were embodied in the constitution of the state in which emphasis was given on the educational development of women and children. In every development plan more and more budgetary allocations were ear-marked to
provide the services-educational, health, family welfare and to meet the special needs of such groups. The state social welfare Board along with social welfare Department has done a creditable work in sponsoring and sustaining voluntary effort. Voluntary organizations have been countenanced through financial assistance to promote welfare services where they did not exist and also initiate new types of welfare activities. The running of Anganwadis, Immunisation of children, free mid-day meals for children, nutrition for pre-school children, rehabilitation of needy women either through education or through involvement in economic activities, full time or part-time training in different crafts, maternity services, homes for destitutes are the services rendered through voluntary and governmental agencies. As a result of this the female literacy rate increased. There was an increase in the life expectancy. Infant mortality and morbidity was reduced. There is a phenomenal growth in the number of women working in the public as well as private sectors in the state.

Though progress has been made in this respect but it leaves much to be desired. Prior to 1970 it was thought that the development process affected men and women together in the same way. Productivity was equated with the cash economy and so most of women's work was ignored. When it became apparent that economic development did not automatically eradicate poverty through trickle-down
effects, the problem of distribution and equality of benefits to the various segments of the population became of major importance in development theory. As mentioned earlier, women constitute half of the state's population but even after cherishing the benefits of forty years of developmental planning, the female literacy is still far behind that of males and the female literacy rate in the rural areas is as low as 15% or less than that. In all the areas of the state the jobs done by women are the least paid and have the low status. The highest number of deaths in the state are found among women and children. The infant and morbidity death rates are still high particularly in rural areas. The children in the rural and backward areas of the state suffer different kind of physical and mental disabilities due to various degrees of mal-nutrition.

Thus, the above discussion leads us to argue that though there has been a steady swell in the development of women and children in the state, it logically calls upon this kind of studies to testify the relation between the nature of indigenous social structure and the development models, policies and processes. As mentioned earlier that after choosing planning for allround development, our planners adopted foreign models without moulding them according to our local situations. Unless we develop policies and programmes according to the nature of our own social problems and social values, spending of crores of
money can bring barely satisfactory results. It is intrinsic here to point out that in accordance with the broader understanding of the needs of the targetted groups in the background of their cultural practices, reflexes and responses, the programmes for them need to be planned and executed. This is the main area of focus under present study.

SCOPE OF THE STUDY

The foregoing discussion about social development and the welfare of women and children, lead us to argue that ideas about social development and social welfare are part of the general picture which people have of society, of their position in it, and of the change or performance of social relationships. For all people, whatever the social and economic system in which they live, social development has two aspects: it is a question of goals and a question of possibilities, of what they want and what they are able to achieve.

Therefore, when we are analysing development, the state intervention should be oriented towards creating possibilities for the acquisition of settled goals with in the context of our values. This calls upon the emerging theories of development to take a holistic view of the implementation of policies and programmes for the
development of women and children in the light of administrative processes, social structures, cultural factors and require an equal emphasis parallel to that given to the economic factors on which exclusive attention has till now been focussed. The main objectives underlying this study are:

(a) The conjecture underlying this thesis is that the policies and programmes for the development of women and children have a direct bearing upon the social relationships both at micro (individual, family) and macro (community society) levels. At the same time social structure respond to the policies and processes differently confiding upon the situation and the context. Therefore, one of the objectives of this study is to analyse the policies and programmes laid down for the development of women and children. A related issue to be evaluated is the context and the nature of the processes which translate policies in to the ground realities. The main emphasis is to testify how far the policies and processes accomodate or are accomodated by the social structure. This will lead us to understand the interplay of the factors which facilitate or impede development and social change.

(b) Another objective of this study is to testify the relevance of existing models of development, based on economic interpretation and the search for an appropriate model in which there is maximum choice for women and children.

(c) Yet another objective of this study is to find out the prospects of the role for voluntary action in the areas where the government initiatives have received low response from the local community. There is a need to bring about attitudinal change both at micro and macro levels i-e individual level as well as family or community level in order to facilitate women and children to benefit from developmental programmes. It is here that voluntary organizations can play a vital role.

Having specified the broader objectives of this study I feel it imperative now to make our study more focussed.
Consequently, we turn our attention to the state of J & K to which I have dealt very briefly in the introduction. Though the concept of social development is broader and covers so many areas and every attempt has been made under present study to cover all the most important areas. The fact about the relevance of this study is that no systematic and organised study has been conducted on the social development of women and children in Jammu & Kashmir. More particularly the approach adopted in this study has been to study the relevance of policies and processes which interplay for the development of women and children in relation to the social structure. Specific aspects of social development of women and children have been discussed in the following chapters.

Different chapters in this study deal with a variety of issues concerning the social development of women and children in J & K. Soon after independence, most of the developing countries followed the path of planning for allround development. Since, there were only two models of development available-capitalist model of development and socialist model of development. So most countries followed either of these two. These countries were fascinated by the economic progress made by today's developed countries and as a result national product became the measuring yard-stick of development. But it was during 70's and 80's of this century that the relevance of such models was challenged and models like social development or sustainable development
started dominating the scene. Chapter II attempts to discuss the various models and their relevance for societies like ours. It also deals the conceptual framework of development.

Chapter III on the policy frame work is an attempt to look into the different kind of policies adopted for the development of women and children. Since the first five year plan there has been some modifications and the addition of new programmes for the benefit of women and children. Under this chapter the achievements regarding the development of women and children have been analysed in detail. In this context the relevance of policies and programmes has also been touched upon. Chapter IV deals with the social background of the respondents selected for this study.

Chapter V is mainly focused on the developmental programmes and their role in the development of women. This chapter is based on the field work and the data collected from the field have been utilised in order to assess the success and failure of the policies and processes in the Anantnag District. Each programme has been discussed in the context of policies and the way these are implemented at the field level. The major issues relating to the development of women like education, health and economic status have been mainly discussed.
The quality of human capital of a country hinges on the investments in its child development services. The purpose of this rests on allround development - physical, mental, emotional and social - of the children. This is now being recognised that children are the key to development and future of mankind in general, and of a nation in particular. Keeping in view this fact, special provisions have been made for the well being of the children. Since the inception of first five years plan till now various policies have been adopted in order to cater the needs and problems of the children. Chapter VI deals in details with the policies and programmes implemented for the development of children. This chapter is also based on field survey and the generalisation drawn are substantiated with the data collected under present study. The main policies relating to education, health, food security of the children have been discussed in details.

Finally chapter VII will sum up the main conclusions of the study. In this chapter again the issues will be concluded in a systematic way in order to reach at a clear understanding about present study.

Methodology:

In the preparation of this study an attempt has been
made to make use of both primary as well as secondary sources. In order to collect the primary data, the survey for this purpose was carried out in Anantnag District of J&K. The primary data have been collected through a personally administered scheduled. The selection of the sample was done on the basis of random sampling. The sample for this study was three hundred house holds. In order to make it meaningful, the area under study was clustered into three areas i.e. urban, semi-urban and rural. Since it is a case study the selection of the area was done keeping in view the characteristics of the population and the developmental policies implemented for women and children. Out of a total number of three hundred house holds around 117 were selected from the urban area, 69 from semi-urban area and 114 from the rural area. Before the selection of the actual representative sample from the respective areas, a preliminary survey of the total population in these areas was carried out. The scheduled was characterised by the questions relating to the policies and processes carried out for the development of women and children. From every household a woman was selected to answer the questions relating to the developmental programmes for women. On the other hand, questions relating to the child development were asked from the head of the family or any other adult family member.

Secondary sources include the published materials like
reports on the declaration of united nations, government of India's plan documents, annual and special reports about the policies regarding the programmes implemented for women and children. The government of J&K's reports and plan documents which also include statistical releases and special district level reports and documents about Anantnag district where this study was carried out.